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ABSTRACT

Under a Congressional mandate, the National Center for Education Statistics (NCES) is required to collect data on the frequency, seriousness, and incidence of violence in elementary and secondary schools. The NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinarian Survey on School Violence, the results of which are detailed in this report. The school violence survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on: (1) the incidence of crime and violence in the public schools; (2) principals' (or school disciplinarians') perceptions about discipline issues; (3) types of disciplinary actions schools took; and (4) security and violence prevention measures in the schools. More than half of U.S. public schools reported experiencing at least one crime incident in the school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during the school year. Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle and high schools were more likely to report that they had experienced one or more incidents of any crime and one or more incidents of serious violent crime than elementary schools. Most public schools reported having zero tolerance policies towards serious student offenses, and most schools reported that they used low levels of security measures to prevent violence. Most schools reported having formal school violence prevention programs. An appendix contains the survey questionnaire. (Contains 12 figures, 32 tables.) (SLD)

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Statistical Analysis Report

February 1998

Violence and Discipline Problems in U.S. Public Schools: 1996–97

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Statisticál Analysis Report March 1998

Violence and Discipline Problems in U.S. Public Schools: 1996–97

FRSS
Fast Response Survey System

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Executive Summary

No matter where you are, parents want their students to be safe and secure... that might even precede a quality education..." With drugs, gangs, and guns on the rise in many communities the threat of violence "weighs heavily on most principals' minds these days...Anyone who thinks they are not vulnerable is really naïve. (Principal Michael Durso, Springbrook High School, as quoted in the *Washingtonian* Magazine, September 1997).

Background

Recent events have again focused the nation's attention on violence in U.S. public schools, an issue that has generated public concern and directed research for more than two decades.[1] Despite long-standing attention to the problem, there is a growing perception that not all public schools are safe places of learning, and media reports highlight specific school-based violent acts. The seventh goal of the National Education Goals states that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." In response to this goal, the Congress passed the Safe and Drug-Free Schools and Communities Act of 1994, which provides for support of drug and violence prevention programs. As part of this legislation, the National Center for Education Statistics (NCES) is required to collect data to determine the "frequency, seriousness, and incidence of violence in elementary and secondary schools." NCES responded to this requirement by commissioning a survey, the Principal/School Disciplinarian Survey on School Violence, 1996-97, the results of which are detailed in this report.

The school violence survey was conducted with a nationally representative sample of 1,234 regular public elementary, middle, and secondary schools in the 50 states and the District of Columbia in the spring and summer of 1997. The survey requested information on four main topics:

- The incidence of crime and violence that occurred in public schools during the 1996-97 academic year;
- Principals' (or school disciplinarians') perceptions about the seriousness of a variety of discipline issues in their schools;
- The types of disciplinary actions schools took against students for serious offenses; and

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[1] U.S. Department of Health, Education, and Welfare, "Violent Schools - Safe Schools: The Safe School Study Report to the Congress," December 1977.

- The kinds of security measures and violence prevention programs that were in place in public schools.

The types of criminal incidents that schools were asked to report included murder, suicide, rape or other type of sexual battery, assault or fight with a weapon, robbery, assault or fight without a weapon, theft/ larceny, and vandalism. Any effort to quantify the frequency and seriousness of these crimes and violent incidents occurring in public schools will be affected by the way in which the information is collected and reported. Three important aspects of the process were used to gather the data reported in this publication:

- The survey questions asked, including how the questions were phrased, definitions applied, time span covered, and the context in which they were asked;
- The choice of survey respondent; and
- The survey sample size.

The reader should keep these aspects of the survey in mind when comparing results of this particular sample survey with other studies on school crime and violence. The data reported from this study may vary from data reported elsewhere because of differences in definitions, coverage, respondents, and sample. For example, the data reported in this survey describe the number of **incidents** of crime, not the number of individuals involved in such incidents. It should be noted that an incident could involve more than one individual perpetrator or individual victim. Similarly, an individual perpetrator or victim could be involved in multiple incidents.

Key Findings

HOW SERIOUS A PROBLEM WAS CRIME AND VIOLENCE IN U.S. PUBLIC SCHOOLS IN THE 1996-97 SCHOOL YEAR?

More than half of U.S. public schools reported experiencing at least one crime incident in school year 1996-97, and 1 in 10 schools reported at least one serious violent crime during that school year (table 7).

- Fifty-seven percent of public elementary and secondary school principals reported that one or more incidents of crime/violence that were reported to the police or other law enforcement officials had occurred in their school during the 1996-97 school year.
- Ten percent of all public schools experienced one or more serious violent crimes (defined as murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery) that were reported to police or other law enforcement officials during the 1996-97 school year.

- Physical attacks or fights without a weapon led the list of reported crimes in public schools with about 190,000 such incidents reported for 1996-97 (figure 1). About 116,000 incidents of theft or larceny were reported along with 98,000 incidents of vandalism. These less serious or nonviolent crimes were more common than serious violent crimes, with schools reporting about 4,000 incidents of rape or other type of sexual battery, 7,000 robberies, and 11,000 incidents of physical attacks or fights in which weapons were used.
- While 43 percent of public schools reported no incidents of crime in 1996-97, 37 percent reported from one to five crimes and 20 percent reported six crimes or more (figure 3).

WHAT TYPES OF SCHOOLS WERE LIKELY TO HAVE MORE SERIOUS PROBLEMS WITH CRIME AND VIOLENCE?

Crime and violence were more of a problem in middle and high schools than in elementary schools. Middle schools and high schools were more likely to report that they had experienced one or more incidents of any crime and one or more incidents of serious violent crime than elementary schools (table 7).

- Forty-five percent of elementary schools reported one or more violent incidents compared with 74 percent of middle and 77 percent of high schools.
- Four percent of elementary schools reported one or more serious violent crimes compared with 19 percent of middle and 21 percent of high schools.
- Of the less serious or nonviolent crimes, the largest ratios of crimes per 100,000 students were found in middle and high schools compared with elementary schools. This was true for physical attacks or fights without a weapon, theft/larceny, and vandalism (table 10).
- In general, elementary schools reported proportionately fewer incidents of serious violent crime. They reported lower rates of physical attacks or fights with a weapon and rape or other type of sexual battery when compared with middle schools and high schools. However, while elementary schools reported lower ratios of robbery compared with high schools, they were not significantly different from middle schools.

Schools that reported serious discipline problems were more likely to have experienced one or more incidents of crime or violence, and were more likely to experience serious violent crime than those with less serious discipline problems (table 7).

- Sixteen percent of public school principals considered at least one serious discipline problem (out of 17 discipline issues that they were asked about) to be a serious problem in their schools in 1996-97 (table 12). The remaining schools were about equally divided between those that had minor or no discipline problems on all 17 issues (43 percent) and those that reported a moderate (but no serious) problem on at least 1 of the issues (41 percent).
- Principals in public high schools and middle schools were more likely than public elementary school principals to rate at least one discipline issue as a serious problem in their schools. Thirty-seven percent of high school principals reported at least one serious discipline problem in their schools compared with 18 percent of middle school principals and 8 percent of elementary school principals (table 12).
- In both 1990-91 and 1996-97, the three discipline issues most frequently rated as serious or moderate problems by principals were student tardiness, student absenteeism or class cutting, and physical conflicts among students (table 13).

WHAT MEASURES ARE SCHOOLS TAKING TO DEAL WITH PROBLEMS OF CRIME AND VIOLENCE?

Most public schools reported having zero tolerance policies towards serious student offenses (table 19).

- Principals were asked about the school had "zero-tolerance" policies, defined as school or district policy mandating predetermined consequences for various student offenses. The proportion of schools that had such policies ranged from 79 to 94 percent on violence, tobacco, alcohol, drugs, weapons other than firearms, and firearms (figure 8 and table 19).

Most schools reported that they employed low levels of security measures to prevent violence (figure 11).

- To discover what types of security was employed, schools were asked whether visitors must sign in, if there was a closed campus policy for most students during lunch, if access to the school building was controlled, if access to school grounds was controlled, if there had been one or more drug sweeps, whether the school used random metal detector checks on students, or whether students must pass through

metal detectors daily (table 22). Schools were also asked about the presence of police or other law enforcement at the school (table 23).

- Two percent of public schools had stringent security, which was defined as a full-time guard and daily or random metal detector checks (figure 11). Eleven percent of schools had instituted moderate security measures such as a full-time guard, or a part-time guard with restricted access to the school, or metal detectors with no guards, while 84 percent of public schools reported having a low level of security-restricted access to their schools but no guards or metal detectors. Another 3 percent reported that none of the security measures asked about in the survey were used.

Most schools reported having formal school violence prevention programs (table 25).

- Seventy-eight percent of schools reported having some type of formal violence-prevention or violence reduction program or effort.
- Fifty percent of public schools with violence-prevention programs indicated that all or almost all of their students participated in these programs (figure 12 and table 30).

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Introduction

The disruption caused by violence in our nation's public elementary and secondary schools is a national concern. Crime in and around schools threatens the well-being of students, school staff, and communities. It also impedes learning and student achievement. The seventh goal of the National Education Goals states that by the year 2000, "all schools in America will be free of drugs and violence and the unauthorized presence of firearms and alcohol, and offer a disciplined environment that is conducive to learning." To accomplish this goal, the Safe and Drug-Free Schools and Communities Act of 1994 provides for support of drug and violence prevention programs. The Act includes an impact evaluation component, which contains a provision requiring the National Center for Education Statistics (NCES) to collect data to determine the frequency, seriousness, and incidence of violence in elementary and secondary schools.

Responding to this legislation, NCES commissioned a survey (the Principal/School Disciplinarian Survey on School Violence) to obtain current data on school violence and other discipline issues in our nation's public elementary and secondary schools. The survey requested information about 1) the actual number of specific crimes that had occurred at school during the 1996-97 academic year; 2) principals' perceptions about the seriousness of a variety of discipline issues at their schools; 3) the types of disciplinary actions schools took against students for some serious violations; and 4) the kinds of security measures and violence prevention programs that were in place in public schools. Principals were asked to provide information about incidents of crime and violence that were serious enough for the police or other law enforcement representatives to have been contacted. They were also asked to report only on incidents occurring in school buildings, on school grounds, on school buses, and at school-sponsored events or activities held in places other than school grounds or school property. The data collected indicate both the incidence and frequency of many types of serious crimes that took place in public schools and the types of security and other violence-prevention measures in place in schools.

This report presents the findings from the survey, which was conducted for NCES by Westat, a research firm in Rockville, Maryland. The survey was conducted through the NCES Fast Response Survey System (FRSS) during the spring and summer of 1997. FRSS is a survey system designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short time frame. Questionnaires were mailed to school principals, who were asked to complete the survey form or to have it completed by the person most knowledgeable about discipline issues at the school.

The survey was conducted with a nationally representative sample of regular public elementary, middle, and high schools in the 50 states and the District of Columbia. Special education, alternative, and vocational schools, and schools that taught only prekindergarten, kindergarten, or adult education

were not represented in the sample. Survey findings are presented separately for all regular public schools, and by the following school characteristics (defined in the glossary of terms on pages 32 through 35):

- Instructional level: elementary, middle, high school.
- Size of enrollment: less than 300 students (small schools), 300 to 999 students (medium-sized schools), 1,000 or more students (large schools).
- Locale of school: city, urban fringe, town, rural.
- Geographic region: Northeast, Southeast, Central, West.
- Percent minority enrollment: less than 5 percent, 5 to 19 percent, 20 to 49 percent, 50 percent or more.
- Percent of students eligible for the federally funded free or reduced-price lunch program used as a measure of poverty concentration: less than 20 percent, 20 to 34 percent, 35 to 49 percent, 50 to 74 percent, 75 percent or more.

Some survey findings are also presented by school characteristics reported in the survey:

- Principals' reports on discipline problems in their schools: no problems/ minor problems reported by principal, moderate problems, and serious problems.
- Types of crime reported: no crime, any crime (including less serious or nonviolent crime only and/or some serious crimes reported), lesser crimes only, some serious crimes reported.
- Zero tolerance policy for violence: schools reporting that they do have a zero tolerance policy for violence, schools reporting that they do not have a zero tolerance policy for violence.
- Police/law enforcement presence: 30 hours or more per week; 10-29 hours per week; 1-9 hours per week; stationed as needed; none stationed at the school.

It is important to note that many of the school characteristics used for independent analyses may also be related to each other. The size of enrollment and instructional level of schools, for example, are known to be related with middle schools and high schools typically being larger than elementary schools. Similarly, locale may be related to poverty level and other relationships between analysis variables may exist. The sample size was not large enough to control for these types of relationships. Their

existence, however, should be considered in the interpretation of the data presented in this report.

Among the data collected on school discipline and violence issues in public schools were incidents of specific crimes and on a variety of specific discipline issues. The types of crimes and discipline issues on which this survey focused do not represent an exhaustive list of possible school crime or discipline infractions. Also, the number of incidents of crime reported by schools is not the same as the number of individuals involved in such incidents and the reader should keep in mind the specifics of this study when comparing the findings reported here with other studies on school crime and violence. The data reported in this study may vary from data reported elsewhere because of differences in definitions, coverage, respondents, and sample. Among the issues to consider in interpreting the data presented in this report are:

The Choice of Survey Respordent. This survey relied on the responses of public school principals (or school disciplinarians) to report on all data items requested. This includes the reports on the incidence of specific crimes in their schools. There are other surveys in existence, most notably the annual National Crime Victimization Survey of the Bureau of Justice Statistics, Department of Justice, that request information from actual crime victims[2] It is likely that the incident reports provided by a third party, in this case school principals, may be an undercount of the incidents of crime and violence that might have occurred during the school year examined. This is particularly likely for lesser incidents, such as theft, that may not have been reported to the principal as they occurred. Thus, comparisons with reports by victims of crimes that occurred in public schools will not necessarily match those reports provided by school principals in this study.

The Survey Questions Asked. For reporting on specific incidents of crime, principals were asked to provide information only on those serious enough for the police or other law enforcement representatives to have been contacted. Additionally, the incidents reported were restricted to those that occurred in school buildings, on school grounds, on school buses, and at school-sponsored events or activities held in places other than school grounds or school property. These restrictions were necessary to improve recall and to ensure that the incidents that were reported were both of a serious nature and comparable across schools. These restrictions could result in a lower number of reported incidents when compared with the number reported by other studies that do not similarly restrict the questions asked.

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[2] For victim-reported student crime data see L. Bastian and B. Taylon, School Crime, U.S. Department of Justice, Bureau of Justice Statistics, 1991 (NCJ-121645).

The Survey Sample Size. The sample size for this survey, 1,234 public schools, was too small to ensure reliable estimates for very rare events. In the case of school-based violence, both murders and suicides are relatively rare events. In fact, no murders were reported by principals in this survey. Although a small number of suicides were reported and later verified, the number was too small to allow the calculation of reliable estimates and is therefore not reported in the results of this survey, except where combined with other types of violent events to present general statistics. This does not mean that no murders or suicides occurred in public schools during the 1996-97 school year. Other studies have detailed both incidents of murder and suicide in public schools and discussed the methodology employed to make such estimates.[3]

Finally, the reader should be cautioned that any sample survey is subject to data collection errors and response bias. Further information on the technical specifications, response rates, calculation of standard errors and testing of comparisons presented in this text are provided in the section on survey methodology and sample selection at the end of the report.

Data have been weighted to national estimates of regular public schools and table A on page 28 provides the weighted and unweighted distribution of the sample by the analysis variables. All comparative statements made in this report have been tested for statistical significance through chi-square tests or t-tests adjusted for multiple comparisons using the Bonferroni adjustment and are significant at the 0.05 level or better. However, not all statistically significant comparisons have been presented. Data are presented in figures appearing in the text and in reference tables that appear in the Table of Estimates and Standard Errors on pages 37 to 122. The survey questionnaire is reproduced in appendix A.

[3] S. P. Kachur, et al., "School Associated Violent Deaths in the United States, 1992 to 1994," Journal of the American Medical Association, June 12, 1996, 275 (22): 1729-1733.

Incidents of Crime and Violence in Public Schools

Public schools principals were presented with a list of crimes and asked to report the number of incidents of each type of crime that had occurred at their schools during the 1996-97 school year. The crimes about which schools were asked were murder, suicide, rape or other type of sexual battery, physical attack or fight with a weapon, robbery, physical attack or fight without a weapon, theft or larceny, and vandalism. Respondents were provided with definitions for each of these types of crime (those definitions appear in the glossary of this report on pages 32 through 35). Under the assumption that crimes or offenses reported to police would be more accurately recalled, schools were asked to report only those incidents for which the police or other law enforcement representatives had been contacted. It was also assumed that requiring a benchmark of law enforcement contact would minimize subjective judgment about which incidents to include. Only crimes occurring at the school, including those that took place in school buildings, on school grounds, on school buses, and at school-sponsored events or activities, but not officially on school grounds, were to be reported. While student victimization and teacher-reported data on crimes occurring at school have been collected and reported elsewhere, school principals were asked to report unduplicated incidents at the school level.[4]

During 1996-97, about 4,000 incidents of rape or other types of sexual battery were reported in our nation's public schools (figure 1 and table 1). There were about 11,000 incidents of physical attacks or fights in which weapons were used and 7,000 robberies in schools that year. About 190,000 fights or physical attacks not involving weapons also occurred at schools in 1996-97, along with about 115,000 thefts and 98,000 incidents of vandalism (tables 2-6).

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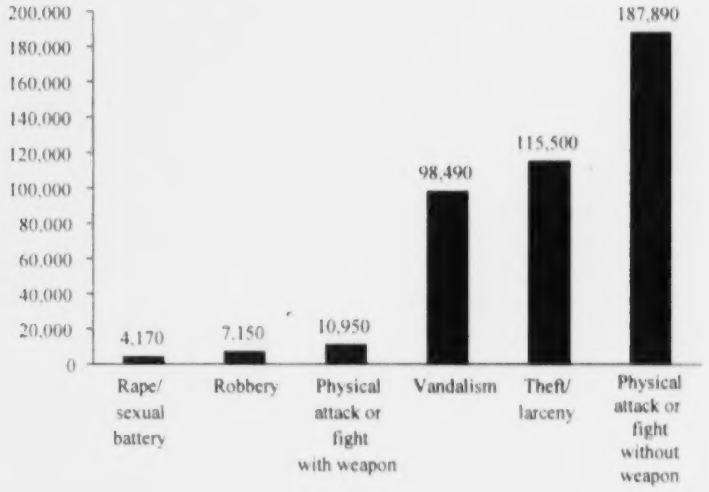
[4]See W. Mansfield, D. Alexander, and E. Farris, *Teacher Survey on Safe, Disciplined, and Drug-Free Schools*, Fast Response Survey System, FRSS 42, U.S. Department of Education, National Center for Education Statistics, 1991 (NCES 91-091) for teacher-reported data. For student-reported crime data see L. Bastian and B. Taylor, *School Crime*, U.S. Department of Justice, Bureau of Justice Statistics, 1991 (NCJ-131645), and M.J. Nolan, E. Daily, and K. Chandler, *Student Victimization at School*, U.S. Department of Education, National Center for Education Statistics, 1995 (NCES 95-204).

Figure 1.—Number of various crimes occurring in public schools: 1996-97



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

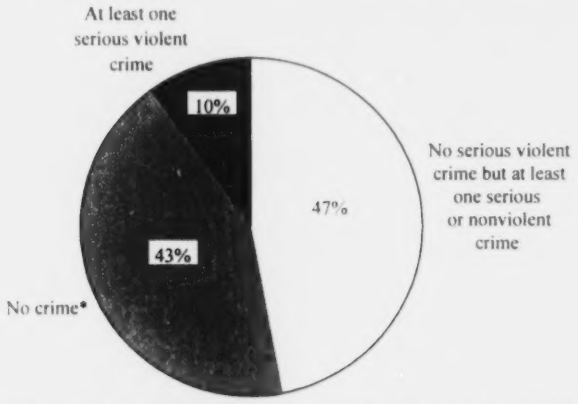
Because the sample size was not large enough to produce reliable estimates for very rare events, the survey was not able to estimate either the percentage of schools experiencing one or more incidents of murder or suicide or the total number of these crimes that occurred at public schools during 1996-97. For example, in the sample of 1,234 public schools, murder was not reported by any of the schools and, similarly, only 4 schools in the sample reported any incidents of suicide. The rarity of the occurrence of these crimes at school, given the sample size of the study, precluded the generation of reliable national estimates. In a descriptive case study of violent deaths in schools, Kachur, et al., estimated that there were 105 school-associated violent deaths including 85 murders occurring at schools during a 2-year period from 1992 to 1994.[5]

[5] S.P. Kachur, et al., "School Associated Violent Deaths in the United States, 1992 to 1994," *Journal of the American Medical Association*, June 12, 1996, 275(22): 1729-1733.

Percent of Public Schools Reporting Crime and Violence

Schools were asked to report the number of incidents of various crimes. To understand the extent to which crimes affect our nation's public schools and public school students, the incidence of crime in terms of the proportion of schools experiencing crimes are examined below. Nationally, 43 percent of schools reported that none of the listed crimes had occurred there during the 1996-97 school year (figure 2 and table 7). Fifty-seven percent, however, reported that at least one of these crimes had occurred and had been reported to the police. One in 10 public schools reported at least one serious violent crime such as rape or sexual battery, suicide, physical attacks or fights with weapon, or robbery had occurred at the school. Almost half (47 percent) indicated that they had experienced no incidents of serious violent crime, but one or more less serious crimes such as a physical attack or fight without the use of a weapon, theft, or vandalism had occurred.

Figure 2.—Percent of public schools indicating the seriousness of reported crimes occurring at the school: 1996-97



*No crime means school did not report contacting the police or other law enforcement representative during the 1996-97 school year about crimes listed in the questionnaire. However, other crimes not specified on the survey questionnaire could have occurred or crimes could have occurred but not been reported to the police.

NOTE: Serious violent crime means that any one of the following crimes occurred at the school: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crimes include physical attack or fight without a weapon, theft/larceny, and vandalism.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Vandalism was reported by 38 percent of public schools, theft/larceny by 31 percent of schools, and physical attacks or fights without a weapon by 28 percent (table 8). These crimes were the most frequently occurring in terms of the percentages of schools affected. Smaller percentages of schools reported more serious crimes: 3 percent of public schools reported the occurrence of a rape or other type of sexual battery at the school; 3 percent, a robbery; and 6 percent, a physical attack or fight in which a weapon had been used.

With the exception of vandalism, roughly the same percentage of schools reporting various types of crime also reported incidents involving students as either victims or perpetrators and that crime occurred during school hours or at school-sponsored events.

A smaller percentage of elementary schools than middle schools or high schools reported that any crime at all occurred during the 1996-97 school year (table 7). About half of all elementary schools (45 percent) reported at least one crime. In contrast, 74 percent of middle schools and 77 percent of high schools did so. Higher percentages of middle and high schools also reported at least one serious violent crime (i.e., robbery, rape or sexual battery, or assault or fight with a weapon), with about 20 percent indicating a serious violent crime had occurred at the school compared with 4 percent for elementary schools.

School crime was also more likely in larger schools. While 38 percent of small schools reported any incidents, 60 percent of medium-sized schools, and 89 percent of large schools reported criminal incidents. Serious violent crime was more likely to be reported by the largest schools. One-third of schools with enrollments of 1,000 or more reported at least one serious violent crime, compared with 4 to 9 percent in schools with fewer than 1,000 students.

Schools in cities were at least twice as likely to report serious violent crime as those in towns and in rural locations, although city schools were not significantly different from urban fringe schools. Seventeen percent of city schools reported at least one serious violent crime, while 8 percent of rural schools and 5 percent of schools located in towns reported any serious violent crime. Eleven percent of schools in urban fringe areas reported a serious violent crime, which was not significantly different from cities.

Schools with the highest proportion of minority students were more likely to report crimes than schools with the smallest proportion of minority enrollment. Sixty-eight percent of schools with minority enrollments of 50 percent or more reported some crime compared with 47 percent of those with less than 5 percent minority enrollment. Further, schools with 50 percent or more minority enrollment were more likely to report serious violent crime than with less than 5 percent minority enrollment (15 percent compared with 6 percent).

Schools indicating that they have a policy to report crimes to the public were less likely to report having experienced any crime than those without this policy, but both types of schools were about as likely to report at least one serious crime. Greater police or law enforcement presence, however, was associated with the incidence of serious crime. Schools with police or other law enforcement stationed at the school for 30 or more hours per week were more likely to report having experienced a serious violent crime (38 percent) compared with schools in which police were not stationed or stationed only as needed (6 to 14 percent, respectively).

Schools in which principals perceived that general discipline issues were not a serious problem were more likely to report that they had no crime incidents. Sixty percent of public schools in which principals reported no discipline problems or only minor discipline problems reported no crime for the 1996-97 school year. Thirty-eight percent of those in which school principals reported some moderate discipline problems reported having no crime, and 14 percent of schools with at least one discipline problem considered serious by their principal had no reported crime. Among schools with at least one discipline problem considered serious, 28 percent reported serious crime compared with 3 percent of schools with no discipline problems or minor problems, and 10 percent of those with moderate problems.

Frequency of Crime and Violence

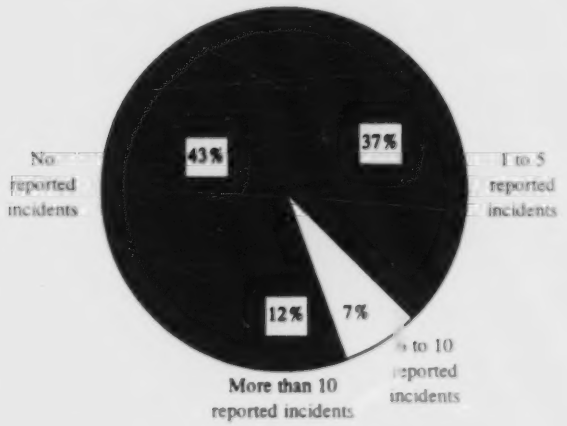
Most public schools experienced a relatively small number of crimes in 1996-97. While 43 percent reported none of the crimes for which the survey collected data, 37 percent reported 1 to 5 incidents of crime at the school (figure 3). Seven percent of public schools reported having between 6 and 10 separate incidents during the 1996-97 school year, and 12 percent reported more than 10 incidents for that period. The number of incidents is a factor of the size of schools. Therefore, another measure, the ratio of incidents of crimes, was used to determine the frequency of crime in schools.[6]

Overall, about 1,000 crimes per 100,000 students were reported in our nation's public schools (table 9). This included about 950 crimes per 100,000 that were not serious or violent crimes (theft, vandalism, fights or assaults without a weapon) and about 50 serious violent crimes per 100,000 students (rape or sexual battery, robbery, fight with a weapon, suicide). The overall rate of crime differed by school characteristics. Elementary schools reported about 350 crimes per 100,000 students, compared with about 1,625 in middle schools and about 1,800 in high schools. The ratio of serious violent crime was lowest in elementary schools, with 13 violent crimes

[6] It should be noted that the ratio of incidents of crimes was calculated from the number of incidents reported by public schools per 100,000 public school students and does not represent student-reported victimization rates.

reported per 100,000 students compared with 93 per 100,000 students in middle schools and 103 per 100,000 students in high schools.

Figure 3.—Percent of public schools with number of reported crime incidents at the school: 1996-97



NOTE: The number of reported incidents of crime at the school are based on the total number of the following crimes for which the school reported that the police were contacted: murder, rape or other sexual battery, suicide, physical attack or fight with and without a weapon, robbery, theft or larceny, and vandalism. Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

While a lower percentage of small schools reported any serious violent crime compared with medium and large schools, the ratio of serious violent crimes per 100,000 students was lower in medium-sized schools than in large schools. Medium-sized schools reported 38 serious violent crimes per 100,000 students, compared with the 90 serious violent crimes per 100,000 students reported by large schools. Small schools reported 61 serious violent crimes per 100,000 students.

City schools reported 95 incidents of serious violence per 100,000 students, compared with 28 serious violent incidents per 100,000 students in towns. City schools, however, were not significantly different from rural or urban fringe schools in this regard.

The ratio of serious violent crime was associated with percent minority enrollment. While the ratio of serious violent crime per 100,000 students was 19 in schools with less than 5 percent minority enrollment, it was 51 per 100,000 students in those schools with 20 to 49 percent minority students, and 96 per 100,000 in schools with 50 percent or more minority enrollment.

Frequency of Specific Crimes

For every 100,000 public school students, 26 attacks or fights with a weapon, 17 robberies, and 10 rapes occurred at school (table 10). These represented the serious violent crimes for which the survey collected data. More frequently reported were the less serious or nonviolent crimes including 444 attacks or fights without a weapon, 274 incidents of theft or larceny, and 234 incidents of vandalism per 100,000 students in public schools.

Elementary schools, which reported proportionately fewer incidents of serious violent crime in general, reported lower rates of both physical attacks or fights in which weapons were used and rape or other type of sexual battery than middle and high schools. Differences between elementary schools and high schools were also found in the rate at which robbery was reported, although no difference was found between elementary and middle schools for this crime. Physical attacks or fights in which weapons were used were almost 7 times more frequent in middle and high schools than in elementary schools. While there were 7 physical attacks or fights with a weapon per 100,000 students in elementary schools, the rate was 49 per 100,00 middle school students and 46 per 100,000 high school students. Rapes or other types of sexual battery were reported in middle and high schools at about the same rate, with 17 per 100,000 students in middle schools and 18 per 100,000 in high schools, as compared to the 3 rapes or other type of sexual battery per 100,000 students reported in elementary schools.

Of the less serious or nonviolent crimes (vandalism, physical attacks or fights without a weapon, and theft or larceny), the ratio at which all three crimes occurred was more frequent in middle and high schools than in elementary schools. Physical attacks or fights without a weapon were the number one crime in both middle schools and high schools, followed by theft and vandalism.

Principals' Perceptions of Discipline Issues in Their Schools

Principals were asked to report the extent to which specific discipline issues were a problem in their schools during the 1996-97 school year so that the relationship between discipline and crime could be examined. Additionally, data were available on this topic from a 1991 survey which could be used for comparisons.

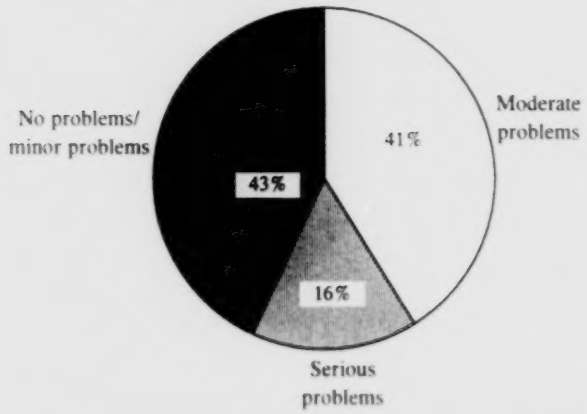
Principals were asked to rate each of the following discipline issues as a serious problem, moderate problem, minor problem, or not a problem at the school

- Student tardiness
- Student absenteeism
- Physical conflicts among students
- Robbery or theft of items worth over $10
- Vandalism of school property
- Student alcohol use
- Student drug use
- Sale of drugs on school grounds
- Student tobacco use
- Student possession of weapons
- Trespassing
- Verbal abuse of teachers
- Physical abuse of teachers
- Teacher absenteeism
- Teacher alcohol or drug use
- Racial tensions and
- Gangs

Overall, principals generally perceived these discipline issues in their schools as no more than minor problems (43 percent) or moderate problems (41 percent; figure 4). Sixteen percent of public school principals, however, perceived at least one discipline issue as a serious problem.

During the 1996-97 school year, student tardiness (40 percent), student absenteeism or class cutting (25 percent), and physical conflicts among students (21 percent) were the three discipline issues most often cited by public school principals as serious or moderate problems in their schools (derived from table 11). Public school principals were much less likely (0 to 2 percent) to indicate that teacher alcohol or drug use, physical abuse of teachers, the sale of drugs on school grounds, and student possession of weapons were serious or moderate problems at their school than the three most prevalent problems.

Figure 4.—Percent of public schools reporting the extent to which discipline issues were a problem at the school: 1996-97



NOTE: Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

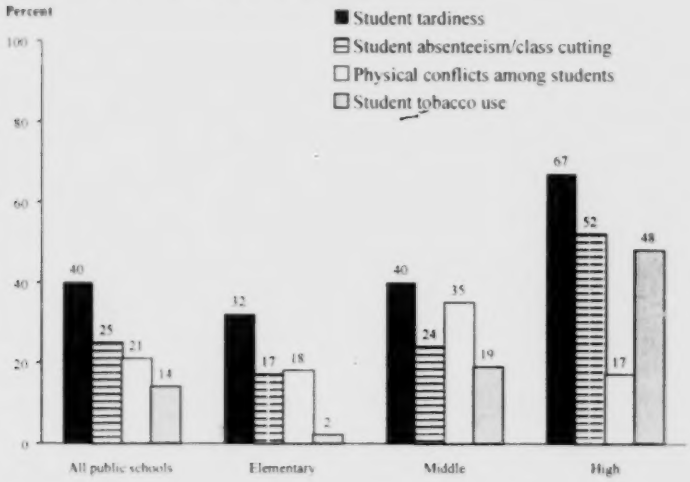
Types of Schools With Discipline Problems

Principals were more likely to perceive at least one discipline issue as a serious problem in high schools and schools with enrollments of more than 1,000 students (table 12). Comparatively, the lowest percent of schools with principals reporting serious discipline problems were elementary schools (8 percent), followed by middle schools (18 percent). Twice as many principals in high schools reported some serious discipline problems (37 percent). Thirty-eight percent of principals in large schools reported some serious discipline problems compared with 15 percent of principals in medium-sized schools and 10 percent of principals in small schools.

The discipline issues most frequently reported as moderate or serious problems by principals differed by instructional level, school size, location of school, minority enrollment, and the percentage of students eligible for the federally funded free or reduced-price lunch program (tables 13 through 17). For elementary and high schools, student tardiness and student absenteeism or class cutting were among the three most often cited serious or moderate discipline problems (32 and 67 percent, respectively, for student tardiness, and 17 and 52 percent, respectively, for student absenteeism/class cutting; figure 5 and table 13). Principals of elementary and middle schools also reported physical conflicts among students as one of their top three serious or moderate discipline problems (18 percent and 35 percent, respectively), whereas in high schools, student tobacco, drug, and alcohol use were more often reported as serious or moderate problems than physical

conflicts among students (48, 36, and 27 percent compared with 17 percent, respectively).

Figure 5.—Percent of public schools reporting that specific discipline issues were a serious or moderate problem at the school, by instructional level: 1996-97



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Principals in large schools were more likely to report student tardiness was a serious or moderate problem than those in medium-sized and small schools (64 percent compared with 42 percent and 29 percent, respectively; table 14). Student absenteeism/class cutting was also more of an issue in large schools, with 53 percent of these schools compared with 24 percent of medium schools and 19 percent of small schools considering it a serious or moderate problem. Tobacco use was also more frequently regarded as a serious or moderate problem in large schools (40 percent of large schools, compared with 11 percent of medium and 13 percent of small schools).

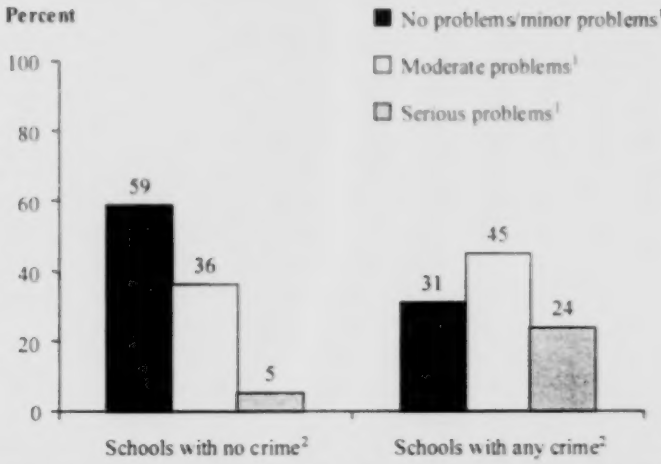
Physical conflicts among students were more frequently reported to be serious or moderate discipline problems in city schools than in rural schools (25 percent versus 14 percent; table 15). Student tardiness was more frequently reported as a serious or moderate problem by principals in schools with a minority enrollment of more than 50 percent (56 percent) compared with 25 to 42 percent in schools with less than 20 percent minority enrollment (table 16). This pattern was also found in schools with the highest percentage of students eligible for the federally funded free or reduced-price lunch program compared to the lowest (table 17). Twenty-nine percent of schools with 75 percent or more students eligible for the school lunch program reported physical conflicts as a serious or moderate

problem, compared with 13 percent in schools that have fewer than 20 percent of students eligible for the free or reduced-price lunch.

Relationship Between Safety and Principals' Perceptions of Discipline Issues

Principals' perceptions of discipline issues were related to reported crime in their schools. Among principals in schools with no reported crime, 59 percent reported that discipline issues were either not a problem or that there were only minor problems compared with 3 percent in schools with at least one crime (figure 6). Conversely, 24 percent of principals in schools with any crime at their schools perceived at least one discipline issue as a serious problem while 5 percent of principals in schools with no crime perceived that their schools had one or more serious discipline problems.

Figure 6.—Percent of public schools reporting the extent to which discipline issues were a problem at the school, by reported crime in the school: 1996-97



[1]Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]No crime means school did not report contacting the police or other law enforcement representative during 1996-97 school year about listed crimes. Any crime means the school reported contacting the police or other law enforcement representative at least once about the listed crimes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Comparisons of Principals' Perceptions in 1991 and 1997

Identical information on principals' perceptions of discipline problems, with the exception of an item about gangs, was collected in another FRSS survey conducted in 1991. A few comparisons of the principal-reported data over time are noteworthy, and tables 13 through 17 provide data for both years.

Although student tardiness, student absenteeism/class cutting, and physical conflicts were the three most often mentioned serious or moderate discipline problems in 1991 and 1997, principals in high schools were more likely to report tardiness, absenteeism/class cutting, and student drug use as serious or moderate problems in 1997 (67, 52, and 36 percent, respectively) than in 1991 (50, 39, and 20 percent, respectively; table 13).

Among those schools with 75 percent or more students eligible for the federally funded free or reduced-price lunch program, teacher absenteeism was less likely to be rated as a serious or moderate problems in 1997 by principals (table 17). In 1991 teacher absenteeism was reported to be a serious or moderate problem by 33 percent of principals compared to 15 percent of principals in 1997.

School Actions and Reactions to Discipline Issues

The survey asked respondents to indicate how many of three specific actions were taken against students for each of the following offenses:

- The possession or use of a firearm;
- The possession or use of a weapon other than a firearm;
- The possession, distribution, or use of alcohol or drugs, including tobacco; and
- Physical attacks or fights.

The three disciplinary actions about which schools were asked to report were expulsions, transfers to alternative schools or programs, and out-of-school suspensions lasting 5 or more days. It is important to note that schools may have chosen to invoke any, more than one, or none of these disciplinary actions during the 1996-97 school year for the above offenses. They may also take other disciplinary actions. Thus, these three disciplinary options are not an exhaustive list, simply those that were focused upon in this survey. It is important to note that schools may not have experienced any of the crimes or infractions and therefore took no actions.

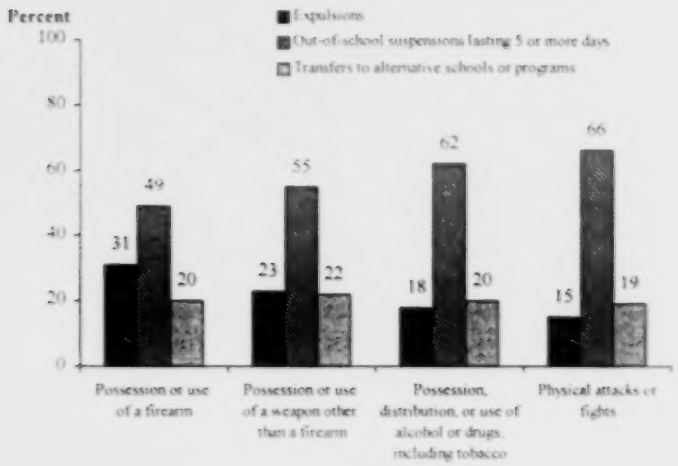
Possession or use of a firearm. For the possession or use of a firearm, 5 percent of all schools reported taking one or more of these three actions against students for a total of 16,587 actions (table 18). Half of the actions reported were out-of-school suspensions lasting 5 or more days (49 percent; figure 7). Twenty percent of school-reported actions were transferring students to alternative schools or programs, and 31 percent were expulsions of students for the possession or use of a firearm (figure 7 and table 18).

Possession or use of a weapon other than a firearm. Weapons other than a firearm were defined as any instrument or object used with the intent to

threaten, injure, or kill, including knives, razor blades or other sharp-edged objects, ice picks or other pointed objects, baseball bats, sticks, rocks, or bottles. Twenty-two percent of public schools reported having taken one or more of the specific actions against students for possession or use of a weapon other than a firearm (table 18). About 58,000 actions were reported: 23 percent of these actions were expulsions, 22 percent were transfers to alternative programs or schools, and 55 percent were out-of school-suspensions lasting 5 or more days (figure 7 and table 18).

Possession, distribution, or use of alcohol or drugs, including tobacco. For the possession, distribution, or use of alcohol, drugs, and tobacco, 27 percent of schools reported taking a total of about 170,000 actions: 62 percent of the actions were out-of-school suspensions lasting 5 or more days, 20 percent were transfers to alternative schools or programs, and 18 percent were expulsions (figure 7 and table 18).

Figure 7.—Percent of specified disciplinary actions taken by public schools for specific offenses, by type of action taken: 1996-97



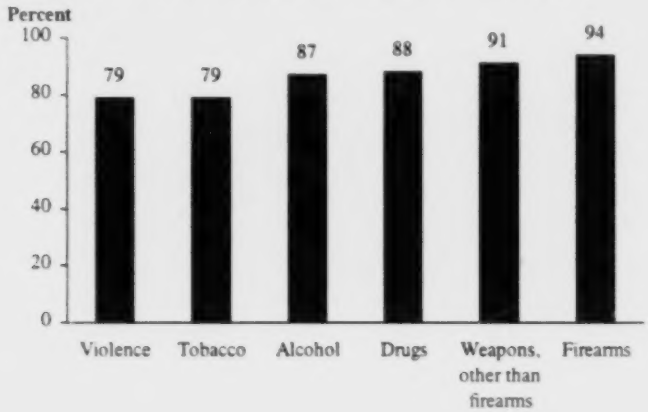
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Physical Attacks or Fights. About 40 percent of all public schools reported having taken at least one of the actions against students for fighting for an estimated total of 331,000 actions (figure 7 and table 18). The most commonly reported action was out-of-school suspensions lasting 5 or more days (66 percent), followed by transfers to an alternative school or program and expulsions (19 and 15 percent, respectively).

Zero Tolerance Policies

Three-quarters or more of all schools reported having zero tolerance policies for various student offenses (figure 8 and table 19). "Zero tolerance policy" was defined as a school or district policy that mandates predetermined consequence/s or punishments for specific offenses. About 90 percent of schools reported zero tolerance policies for firearms (94 percent) and weapons other than firearms (91 percent). Eighty-seven and 88 percent had policies of zero tolerance for alcohol and drugs, respectively. Seventy-nine percent had a zero tolerance policy for violence and 79 percent had a zero tolerance policy for tobacco.

Figure 8.—Percent of public schools that have adopted zero tolerance policies for various student offenses: 1996-97



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Schools with no crime reported were less likely to have a zero tolerance policy for violence (74 percent) than schools that had reported one or more serious crimes (85 percent).

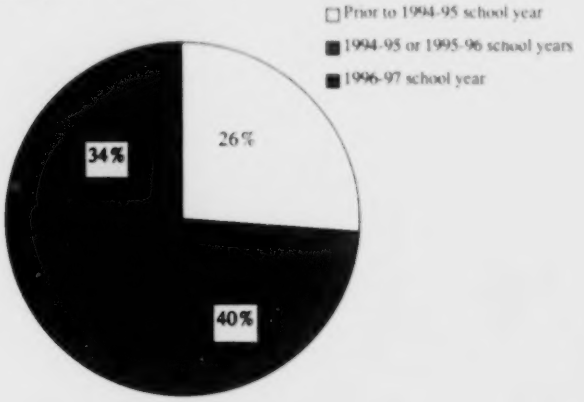
Policies to Report Crimes to the Public

Thirty-nine percent of public schools had a policy to report serious crimes to the public (table 20). Schools with no reported crime (46 percent) were more likely than schools with reported crime (34 percent) to have such a policy.

Requiring School Uniforms

Three percent of all public schools require students to wear uniforms (table 21). About one-fourth (26 percent) of these schools initiated the requirement prior to the 1994-95 school year, 40 percent initiated it between the 1994-95 and 1995-96 school years, and 34 percent initiated it in 1996-97 (figure 9).

Figure 9.—Percent of public schools requiring school uniforms, by year requirement initiated



NOTE: Based on the 3 percent of all public schools which require uniforms.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Uniforms were more likely to be required in schools with a high percentage of students eligible for free or reduced-price lunch (11 percent in schools with 75 percent or more free or reduced-price lunch eligibility) compared with schools in which less than 50 percent of students were eligible (2 percent or less; table 21). Schools with 50 percent or more minority enrollment were also more likely to require student uniforms than those with lower minority enrollment (13 percent compared with 2 percent or less).

School Efforts to Ensure Safety and Promote Discipline

Schools completing the survey were given a list of seven security measures widely used to ensure safety in schools and asked if these measures were used in their institutions.

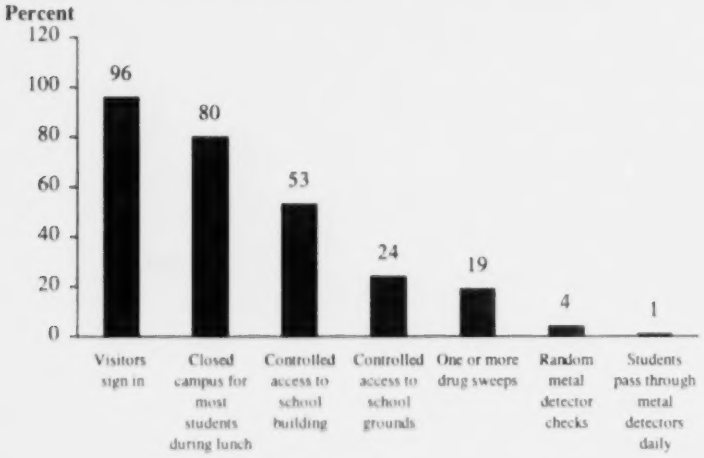
Schools reported on whether the following actions were taken:

- Visitors were required to sign in;
- Access to school grounds was controlled;
- Access to the school building was controlled;
- School campuses were closed for most students during lunch;

- Students had to pass through metal detectors daily;
- Random metal detector checks were performed; and
- Schools conducted drug sweeps (e.g., locker searches, dog searches).

Ninety-six percent of public schools reported that visitors were required to sign in before entering the school buildings (figure 10). This measure was required by almost all schools, with a range of 91-100 percent, regardless of instructional level, size, locale, region, minority enrollment, or percentage of students eligible for free or reduced-priced school lunch (table 22).

Figure 10.—Percent of public schools reporting various types of security measures at the schools: 1996-97



SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Security included controlled access to school grounds in 24 percent of public schools and was most prevalent in large schools. Forty-nine percent of large schools reported controlling access to school grounds, compared with 16 percent of small schools and 24 percent of medium-sized schools.

Controlled access to school grounds also varied by locale, region, percent minority enrollment, percent of students eligible for free or reduced-price lunch, and principals' reported discipline problems. City schools were more likely to secure school grounds than rural schools (35 percent, compared with 13 percent). Schools in the Central region of the country were about half as likely to report controlling access to school grounds as those in the Southeast and the West (12 percent compared with 28 to 31 percent, respectively). Controlled access to school grounds was higher in schools with the highest percentages of minority students than those with the lowest percentages (14 percent in schools with less than 5 percent minority

enrollment and 38 percent in schools in which at least half the students were minorities) and in schools with the largest proportions of students in poverty than in those with the lowest (18 percent in schools with less than 20 percent eligibility for the free or reduced-price school lunch program and 37 percent in schools with 75 percent eligibility for the school lunch program).

- Fifty-three percent of public schools controlled access to their school buildings. Elementary and middle schools were more likely to secure access to the school building than high schools (57 and 51 percent compared with 40 percent). Differences were also found by school size. Fifty-five percent of large schools and 57 percent of medium-sized schools controlled access to their school buildings compared with 40 percent for small schools. City and urban fringe schools were also more likely to control building access (62 and 68 percent, respectively) compared with those located in towns (49 percent) and rural areas (33 percent). Northeastern schools were more inclined to have controlled access to their school buildings (70 percent) compared with Western schools (46 percent), Central schools (48 percent), and Southeastern schools (52 percent).

Eighty percent of schools reported having a closed campus policy prohibiting most students from leaving the campus for lunch. At 93 percent, middle school principals overwhelmingly reported having this policy (table 22). A smaller percentage of elementary and high schools had this policy (76 and 78 percent, respectively). Sixty-seven percent of small schools had instituted the closed campus policy compared with 82 percent of large schools.

Daily use of metal detectors as a security measure was reported in 1 percent of public schools. Schools where serious violent crimes were reported were more likely to employ metal detectors than those with less serious crime only or no crime (4 percent compared with 1 percent or less). Random metal detector checks were more likely to be reported by large schools (15 percent) compared with small schools (less than 1 percent) or medium-sized schools (4 percent). Similarly, a higher percentage of schools where a serious crime was reported (15 percent) performed these checks compared to schools where no crime was reported (1 percent) or schools where only less serious crimes were reported (4 percent).

Middle and high schools where principals reported at least one serious discipline problem were more likely to use drug sweeps (36 and 45 percent, respectively) compared with elementary schools (5 percent).

Presence of Police or Other Law Enforcement in Public Schools

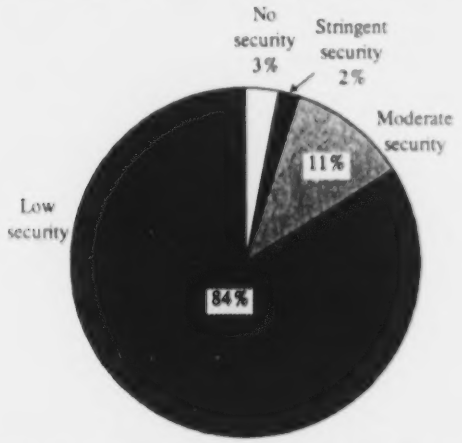
In addition to the security measures above, 6 percent of public schools had police or other law enforcement representatives stationed 30 hours or more at the school, 1 percent of schools had law enforcement officials stationed 10 to 29 hours, 3 percent had officials stationed from 1 to 9 hours, 12 percent of schools did not have officials stationed during a typical week (but were available as needed), and 78 percent of schools did not have any officials stationed at their school during the 1996-1997 school year (table 23). The full-time presence of law officials, while rare at elementary schools (1 percent), was found in 10 percent of middle schools and 19 percent of high schools. It was also reported in 39 percent of large schools with 1,000 or more students, in 13 percent of city schools and schools with 50 percent or more minority enrollment, in 15 percent of schools in which principals felt there were some serious discipline issues, and in 23 percent of schools in which at least one serious crime was reported in 1996-97.

Stringency of Security Across School Characteristics

From school-reported information on the types of security measures and police presence at the schools, a composite variable was developed to determine how stringent security was in public schools during 1996-97. Security measures were considered to be stringent if a police or other law enforcement representative such as a guard was present full-time and students passed through metal detectors on a daily basis or were subject to random checks with metal detectors. Moderate security measures were defined as either a full-time policeman or guard with no metal detectors and no controlled access to the school building, or a part-time guard with or without metal detectors and controlled access to the school building. Schools with no regular guard but with metal detectors were also considered to have moderate security measures. Schools with low security measures were those with no guards, no metal detectors, but controlled access to the school building. Schools were considered to have no security measures if there were no guards, no metal detectors, and no controlled access to the school.

Overall, security was considered stringent in 2 percent of public schools (table 24). Security was moderate in 11 percent of schools, but most, 84 percent, had low security, and another 3 percent had no security (figure 11).

Figure 11.—Percent of public schools, by degree of security: 1996-97



NOTE: Security measures were considered stringent if a full-time guard was present and students must pass through a metal detector daily or were subject to random checks with metal detectors. Moderate security measures were defined as either a full-time guard with no metal detectors and no restricted access to school, or a part-time guard with or without metal detectors, but had restricted access. No security measures were schools with no guards, no metal detectors and no restricted access to the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Violence Prevention Programs

A majority of public school principals (78 percent) reported having some type of formal school violence prevention or reduction programs (tables 25 and 26). The percentage of schools with both 1-day and ongoing programs (43 percent) was almost double the percentage of schools with only ongoing programs (24 percent) and quadruple the percentage of schools with only 1-day programs (11 percent).

Schools in which a serious crime was reported were more likely to have violence prevention programs than those in which no crime or only less serious crime had occurred (93 percent compared with 74 and 79 percent, respectively; tables 25 and 27). Schools with serious crime also had more programs per school. They reported a mean of 6 programs per school compared with 3.4 violence prevention programs in schools with no crime or lesser crimes only (table 27).

In some public schools, incidents during 1996-97 requiring police contact were used to modify or introduce new violence prevention programs. Of schools with violence prevention programs that had reported one or more crimes in 1996-97, 31 percent had used these incidents to introduce or modify their violence prevention programs (table 28).

School principals were asked if, during the 1996-97 school year, they had any formal programs or efforts intended to prevent or reduce school violence. Selected components of prevention/reduction programs were

listed and principals were asked if any of their programs included each of the following:

Program components

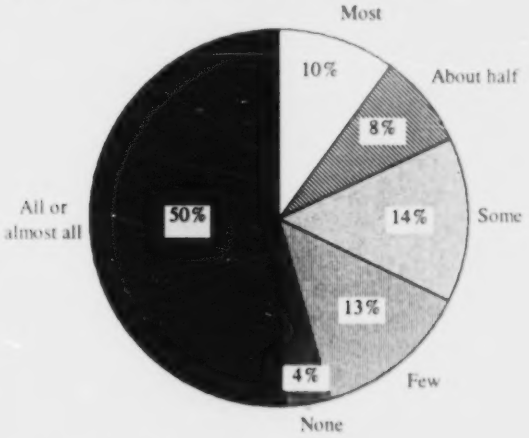
- Prevention curriculum, instruction, or training for students (e.g., social skills training)
- Behavioral programming or behavior modification for students
- Counseling, social work, psychological, or therapeutic activity for students
- Activities involving individual attention for students (e.g., tutoring, mentoring)
- Recreational, enrichment, or leisure activities for students
- Student involvement in resolving student conduct problems (e.g., dispute or conflict resolution or mediation, student court)
- Training, supervision, or technical assistance in classroom management for teachers
- Review, revision, or monitoring of schoolwide discipline practices and procedures
- Community or parent involvement in school violence prevention programs or efforts
- Reorganization of school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students)

The prevention curriculum, counseling/social work, and review/revision of schoolwide discipline practices were components used most often by schools with violence prevention or reduction programs (89 percent, 87 percent, and 85 percent, respectively), while reorganization of school, grades, or schedules was used least often (28 percent; table 29). With the exception of community/parental involvement, which 48 percent of schools reported using, between 63 percent and 81 percent of the schools with violence prevention or reduction programs reported using the remaining components.

Participation in Violence Prevention Programs

When asked how many students in their schools participated in violence prevention programs that directly served students, 50 percent of principals in schools with violence prevention programs reported that all or almost all of their students participated (figure 12 and table 30).

Figure 12.—Percent of public schools with violence prevention programs, by the proportion of their students that participated in these programs: 1996-97



NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

When asked what proportion of teachers and staff in the schools were substantially involved in the programs, 44 percent of principals in schools with violence prevention programs reported all or almost all (table 31). Fifty-one percent of elementary school principals reported that all or almost all of their staff were substantially involved in school violence efforts or programs compared to 40 percent of middle schools and 26 percent of high schools. Forty-six percent of medium-sized schools reported that all or almost all of their staff were involved in violence prevention programs, compared to 32 percent of large schools.

Summary and Conclusions

Providing a safe and disciplined learning environment in which our children can learn is a national and worthy priority. The FRSS Principal/School Disciplinarian Survey on School Violence was conducted to estimate the incidence and frequency and seriousness of school related crime and violence during the 1996-97 school year. A nationally representative sample of 1,234 regular schools participated in the study, and data were weighted to national totals of all regular public schools in the 50 states and the District of Columbia.

The sample size was not large enough to yield reliable estimates for incidents with very low incidence such as murder and suicide at school. However, the survey provided estimates for a number of other school-related violent and nonviolent crimes. Data obtained regarding the occurrence of crime reflect only incidents that occurred at school, including those that took place in school buildings, on school grounds, on school buses, and at school-sponsored events or activities.

Almost half of all public schools reported no incidents of the types of crimes examined during the 1996-97 school year. However, other schools experienced a variety of crimes ranging from minor to very serious offenses.

Serious violent crime in schools was of particular interest since it speaks to the safety of our children in their schools. Schools reported incidents of suicide, rape or sexual battery, robbery, and physical attacks or fights with a weapon--all of which were considered serious violent crimes. One in 10 public schools experienced at least one of these crimes, which occurred at a rate of 53 incidents per 100,000 students, during 1996-97. Serious violent crimes were more likely to occur in large schools. Thirty-three percent of schools with 1,000 or more students experienced a serious violent crime compared with 4 to 9 percent in small and medium-sized schools. Large schools also had a ratio of 90 incidents per 100,000 public school students, compared with the medium-size schools, with 38 serious violent crimes per 100,000.

Higher percentages of middle and high schools experienced serious violent crime than elementary schools. Schools in central cities, while more likely to experience serious violent crime than those in towns and rural locales, did not differ significantly from urban fringe schools in terms of the percent of schools reporting at least one incident. City schools also reported a much higher ratio of violence than those in towns, with 95 incidents per 100,000 students compared with 28 per 100,000 students attending schools in towns.

Overall, 38 percent of public schools reported vandalism, 31 percent reported theft, and 28 percent had at least one physical attack or fight in which no weapon was used during 1996-97.

Less serious crimes were also examined since they also threaten the order and safety of schools. Less serious crime for which data were obtained

included incidents of physical attacks or fights without a weapon, theft or larceny, and vandalism. The rate of less serious crime was nearly 20 times that of serious violent crime with 949 incidents per 100,000 students.

Students attending schools with crime experience a learning environment in which discipline and safety are jeopardized. The study found that efforts to prevent or reduce violence were being implemented in 78 percent of public schools. Those in which serious crime was reported were more likely to have these programs than those with no crime or only less serious crimes (93 percent compared with 74 and 79 percent, respectively).

Survey Methodology and Data Reliability

Sample Selection

The sample of public schools for the FRSS Principal/School Disciplinarian Survey on School Violence was selected from the 1993-94 NCES Common Core of Data (CCD) Public School Universe File. Over 84,000 public schools are contained in the CCD Universe File, of which almost 79,000—49,000 regular elementary schools, 14,000 regular middle schools, and 15,801 regular secondary/combined schools in the 50 states and the District of Columbia—meet the eligibility criteria for this study. Excluded from the sampling frame were special education, vocational, and alternative/other schools, schools in the territories, and schools with a high grade lower than one or ungraded.

The sample was stratified by instructional level (elementary, middle, and secondary/combined), locale (city, urban fringe, town, rural), and school size (less than 300, 300 to 999, and 1,000 or more; table A). Within the primary strata, schools were also sorted by geographic region (Northeast, Southeast, Central, West) and by percent minority enrollment (less than 5 percent or missing, 5 to 19 percent, 20 to 49 percent, and 50 percent or more). The sample sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the size of enrollment of schools in the stratum. The use of the square root of the size of enrollment to determine the sample allocation is considered efficient for estimating school-level characteristics (e.g., number or percent of schools that reported an incident of robbery occurred at their school). The sample sizes were large enough to permit limited analysis of the questionnaire (along one dimension) by the four regions, four locales, three enrollment size categories, five levels of poverty concentration, and four categories of minority enrollment, but not the independent effects of each characteristic.

Respondent and Response Rates

In April 1997 questionnaires were mailed to 1,415 school principals. The principal was asked either to complete the questionnaire or to have it completed by the school disciplinarian who was most knowledgeable about discipline issues at the school. Telephone followup of nonrespondents was initiated in late April, and data collection was completed in July 1997. Eleven schools were found to be out of the scope of the study (no longer in

Table A.—Number and percent of responding public schools in the study sample and estimated number and percent of public schools the sample represents, by school characteristics: 1996-97

School characteristic	Respondent sample		National estimate	
	Number	Percent	Number	Percent
All public schools	1,234	100	77,752	100
Instructional level				
Elementary	354	29	48,100	62
Middle	439	36	14,008	18
Secondary	441	36	15,644	20
Size of enrollment				
Less than 300	169	14	20,280	26
300 to 999	745	60	50,071	64
1,000 or more	320	26	7,402	10
Locale				
City	406	33	17,990	23
Urban fringe	279	23	19,017	25
Town	296	24	19,656	25
Rural	253	21	21,089	27
Geographic region				
Northeast	229	19	14,997	19
Southeast	296	24	16,949	22
Central	323	26	22,500	29
West	386	31	23,203	30
Percent minority enrollment				
Less than 5 percent	309	25	24,208	31
5 to 19 percent	297	24	17,555	23
20 to 49 percent	290	24	17,747	23
50 percent or more	328	27	17,425	23
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	332	27	18,473	24
20 to 34 percent	281	23	17,350	22
35 to 49 percent	204	17	12,958	17
50 to 74 percent	233	19	16,038	21
75 percent or more	177	14	12,520	16
Zero tolerance for violence				
Yes	987	80	61,185	79
No	246	20	16,538	21
Policy to report crimes to public				
Yes	454	37	30,467	39
No	776	63	47,101	61
Principals' report on problems in school				
No problems/only minor problems	352	28	33,312	43
Only minor or moderate problems	574	47	31,907	41
Some problems considered serious	307	25	12,419	16
Types of crimes reported				
No crime	352	28	33,566	43
Any crime	881	72	43,992	57
Lesser crimes only	628	51	36,134	47
Some serious crimes reported	253	21	7,859	10

NOTE: Details may not add to totals because of rounding and because data were not available for some schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

existence), and a total of 1,234 schools completed the survey. Thus, the final raw response rate was 88 percent (1,234 schools divided by the 1,404 eligible schools in the sample). The weighted overall response rate was 89 percent. Weighted item nonresponse rates ranged from 0 percent to 0.9 percent. Because the item nonresponse was so low, imputation for item nonresponse was not implemented.

Comparisons with principals' perceptions about school discipline in 1991 used the results the 1991 FRSS Principal Survey on Safe, Disciplined, and Drug-Free Schools. That survey was mailed to a sample of 890 public schools in April 1991. Six of the schools were found to be closed, leaving 884 schools in the sample. Telephone followup commenced in mid-May; data collection was completed by the end of June, 1991. A response rate of 94 percent was achieved (830 responding principals divided by 884 principals in the sample) for the 1991 study and item nonresponse ranged from 0.0 percent to 3.1 percent.

Because of small sampling differences between the 1991 and 1996-97 surveys, it was preferable not to simply make comparisons with data provided in the 1991 survey report; consequently, new analyses were run on the 1991 data file. The 1991 survey design had included regular, vocational education, and alternative schools in the sample, while the 1996-97 survey included only regular schools and excluded vocational and alternative schools from the sampling frame. Thus, additional analyses were done dropping vocational and alternative schools from the 1991 data set so that the samples would be comparable. Thirteen vocational and alternative schools were dropped from the analyses, and all 1991 data were recalculated on a sample of 817 regular public schools.

Sampling and Nonsampling Errors

The responses were weighted to produce national estimates. The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. The findings of this survey are estimates based upon the sample selected and, as a result, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions; memory effects; misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used. To

minimize the potential for nonsampling errors, the questionnaire was pretested with public school principals like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics. Manual and machine editing of the questionnaire responses were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to sampling. It indicates the variability of a sample estimate that would be obtained from all possible samples of a given design and size. Standard errors are used as a measure of the precision expected from a particular sample. If all possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the samples. This is a 95 percent confidence interval. For example, the estimated percentage of public schools reporting any incidence of crime is 57 percent, and the estimated standard error is 2.1 percent. The 95 percent confidence interval for the statistic extends from [57-(2.1 times 1.96)] to [57+ (2.1 times 1.96)] or from 52.8 to 61.1 percent.

Estimates of standard errors for this report were computed using a technique known as a jackknife replication method. Standard errors for all of the estimates are presented in the tables. All specific statements of comparison made in this report have been tested for statistical significance through t-tests adjusted for multiple comparisons using the Bonferroni adjustment, and they are significant at the 95 percent confidence level or better.

Background Information

The survey was performed under contract with Westat, using the NCES Fast Response Survey System (FRSS). Westat's Project Director was Elizabeth Farris, and the Associate Project Director and Survey Manager was Sheila Heaviside. Shelley Burns and Edith McArthur were the NCES Project Officers. The data were requested by Kathryn Chandler of the National Center for Education Statistics, Office of Educational Research and Improvement, U.S. Department of Education, and Joanne Wiggins of Planning and Evaluation Services in the U.S. Department of Education.

This report was reviewed by the following individuals:

Outside NCES

- Lois Fingerhut, Centers for Disease Control and Prevention, Washington, National Center for Health Statistics, Office of Analysis, Epidemiology and Health Promotion
- Oliver Moles, U.S. Department of Education, Office of Educational Research and Improvement, National Institute on the Education of At-Risk Students
- Lloyd Potter, Centers for Disease Control and Prevention, Atlanta, National Center for Injury Prevention and Control, Violence Prevention Division
- Ronald Stephens, National School Safety Center

Inside NCES

- Mary Frase, Data Development and Longitudinal Surveys Group
- Kerry Gruber, Survey and Cooperative Systems Group
- Marilyn McMillen, Survey and Cooperative Systems Group
- Dawn Nelson, Data Development and Longitudinal Surveys Group
- Jeffrey Williams, Survey and Cooperative Systems Group

For more information about the Fast Response Survey System or the Principal/School Disciplinarian Survey on School Violence, contact Shelley Burns, Data Development and Longitudinal Studies Group, National Center for Education Statistics, Office of Educational Research and Improvement, 555 New Jersey Avenue, NW, Washington, DC 20208-5651, telephone (202) 219-1463. This and other NCES reports are available on the Internet at www.ed.gov/ncespubl.html/.

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Glossary of Terms

Terms Defined on the Survey Questionnaire

Firearm - any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipebombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Incident - a specific criminal act or offense involving one or more victims and one or more offenders.

Physical attack or fight without a weapon - an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual without using a weapon. This category should be used only when the attack is serious enough to warrant calling the police or other law enforcement representative.

Police or other law enforcement representatives - any regular state or local law enforcement officers, school resource officers, campus police, security personnel employed by school or district, or other security personnel with power to arrest or hold for arrest.

Robbery - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Sexual battery - an incident that includes rape, fondling, indecent liberties, child molestation, or sodomy. These incidents should take into consideration the age and developmentally appropriate behavior of the offenders and are severe enough to warrant calling the police or other law enforcement representative.

Theft/larceny - the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from the owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and other types of thefts.

Typical week - a typical full week of school. Avoid weeks with holidays, vacation periods, or weeks when unusual events took place at the school.

Vandalism - the damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage.

Weapon - any instrument or object used with the intent to threaten, injure, or kill. Examples include guns, knives, razor blades or other sharp-edged objects, ice picks, other pointed objects (including pens, pencils), baseball bats, frying pans, sticks, rocks, and bottles.

Zero tolerance policy - a school or district policy that mandates predetermined consequences or punishment for specific offenses.

Sample Universe and Analysis Variables

Instructional level – Schools were classified according to their grade span in the Common Core of Data (CCD).

Elementary school – low grade of 3 or less and high grade of 1 through 8.

Middle school – low grade of 4 through 9 and high grade of 4 through 9.

High school – low grade of 9 through 12 and a high grade of 10 through 12.

Schools that did not precisely meet these qualifications were classified as "combined" and included in the analyses with high schools.

Size of enrollment - total number of students enrolled as defined by Common Core of Data (CCD).

Small – less than 300 students.

Medium – 300 to 999 students.

Large – 1,000 or more students.

Locale - as defined in the Common Core of Data (CCD).

City - a central city of a Metropolitan Statistical Area (MSA).

Urban fringe - a place within an MSA of a central city, but not primarily its central city.

Town - a place not within an MSA, but with a population greater than or equal to 2,500 and defined as urban by the U.S. Bureau of the Census.

Rural - a place with a population less than 2,500 and defined as rural by the U.S. Bureau of the Census.

Geographic region:

Northeast - Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Southeast - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

Central - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

West - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Percent minority enrollment - The percent of students enrolled in the school whose race or ethnicity is classified as one of the following: American Indian or Alaskan Native, Asian or Pacific Islander, black, or Hispanic, based on data in the 1993-94 CCD file.

Percent of students at the school eligible for free or reduced-price lunch - Based on responses to question 9 on the survey questionnaire (see appendix A). This item served as the measurement of the concentration of poverty at the school.

Principals' report on discipline problems in school - based on a composite of principal responses to question 1, items a-q on the questionnaire (see appendix C).

No problems/minor problems - principals selected the responses "not a problem" or "minor" for all of the discipline problems listed in items a-q.

Moderate problems - principals selected "moderate" for one or more items a-q, but did not select "serious" for any of the items a-q.

Serious problems - principals selected "serious" for one or more items a-q.

Types of crime reported - based on a composite of principal responses to question 2, items a-h on the questionnaire providing the number of each of the following listed crimes: murder, suicide, rape or sexual battery, physical attack or fight with a weapon, robbery, physical attack or fight without a weapon, theft or larceny, and vandalism.

No crime - principals reported none of the crimes specified in question 2, a-h.

Any crime - principals reported at least one of any of the crimes specified in question 2, a-h.

Less serious or nonviolent crime - principals reported at least one incident of any of the specified less serious crimes (physical attack or fight without a weapon, theft or larceny, or vandalism) and no incidents of the more serious crimes (murder, suicide, rape or sexual battery, physical attack or fight with a weapon, or robbery).

Serious violent crime - principals reported at least one incident of any of the specified more serious or violent crimes (murder, suicide, rape or sexual battery, physical attack or fight with a weapon, or robbery).

Tables of

Estimates and Standard Errors

Table 1.—Number and percent of public schools reporting one or more incidents of rape or other type of sexual battery, and total number of incidents of rape or other type of sexual battery reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Rape or other types of sexual battery		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	2,326	3	4,170
Instructional level			
Elementary school	404	1	690
Middle school	731	5	1,400
High school	1,191	8	2,070
Size of enrollment			
Less than 300	255	1	320
300-999	1,232	2	2,010
1,000 or more	840	11	1,830
Locale			
City	912	5	1,930
Urban fringe	708	4	1,130
Town	256	1	290
Rural	451	2	820
Region			
Northeast	333	2	510
Southeast	595	4	1,210
Central	661	3	1,180
West	738	3	1,270
Percent minority enrollment			
Less than 5 percent	430	2	680
5 to 19 percent	557	3	760
20 to 49 percent	636	4	1,480
50 percent or more	704	4	1,250
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	531	3	820
20 to 34 percent	589	3	1,140
35 to 49 percent	566	4	970
50 to 74 percent	250	2	630
75 percent or more	373	3	590
Zero tolerance policy for violence			
Yes	2,017	3	3,670
No	309	2	500

Table 1.—Number and percent of public schools reporting one or more incidents of rape or other type of sexual battery, and total number of incidents of rape or other type of sexual battery reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97--continued

School characteristic	Rape or other types of sexual battery		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
Principals' report on discipline problems in school*			
No problems/minor problems	129	(+)	180
Moderate problems	1,028	3	1,930
Serious problems	1,169	9	2,060

(+) Less than 0.5 percent.

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools. The total number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 1a.—Standard errors of the number and percent of public schools reporting one or more incidents of rape or other type of sexual battery and of the total number of incidents of rape or other type of sexual battery reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Rape or other types of sexual battery		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	371.4	0.5	676.1
Instructional level			
Elementary school	229.4	0.5	417.6
Middle school	169.1	1.2	364.5
High school	197.4	1.3	334.8
Size of enrollment			
Less than 300	129.2	0.6	173.0
300-999	317.8	0.6	573.5
1,000 or more	119.6	1.7	312.7
Locale			
City	174.9	1.0	439.4
Urban fringe	186.3	1.0	294.2
Town	106.3	0.5	117.2
Rural	187.1	0.9	364.6
Region			
Northeast	88.2	0.6	136.0
Southeast	155.3	0.9	329.9
Central	231.3	1.0	475.4
West	176.7	0.8	337.0
Percent minority enrollment			
Less than 5 percent	188.2	0.8	341.1
5 to 19 percent	215.8	1.2	332.9
20 to 49 percent	125.7	0.7	317.6
50 percent or more	169.4	1.0	258.6
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	147.7	0.8	238.8
20 to 34 percent	176.4	1.0	364.6
35 to 49 percent	214.7	1.7	411.2
50 to 74 percent	64.7	0.4	218.0
75 percent or more	104.3	0.9	151.1
Zero tolerance policy for violence			
Yes	367.7	0.6	674.0
No	113.0	0.7	201.4
Principals' report on discipline problems in school			
No problems/minor problems	56.4	--	90.1
Moderate problems	265.2	0.8	494.3
Serious problems	246.0	2.0	432.7

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 2.—Number and percent of public schools reporting one or more incidents of physical attacks or fights with weapons, and total number of incidents of physical attacks or fights with weapons reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Physical attack or fight with a weapon		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	4,694	6	10,950
Instructional level			
Elementary school	1,108	2	1,590
Middle school	1,626	12	4,080
High school	1,960	13	5,280
Size of enrollment			
Less than 300	383	2	1,400
300-999	2,804	6	5,700
1,000 or more	1,507	20	3,850
Locale			
City	1,845	10	5,430
Urban fringe	1,230	6	2,060
Town	580	3	1,670
Rural	1,039	5	1,800
Region			
Northeast	627	4	1,130
Southeast	850	5	1,570
Central	1,313	6	4,310
West	1,904	8	3,940
Percent minority enrollment			
Less than 5 percent	773	3	860
5 to 19 percent	974	6	2,440
20 to 49 percent	1,320	7	2,220
50 percent or more	1,628	9	5,440
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	946	5	1,380
20 to 34 percent	1,120	6	2,370
35 to 49 percent	785	6	1,460
50 to 74 percent	959	6	2,890
75 percent or more	844	7	2,740
Zero tolerance policy for violence			
Yes	3,860	6	9,180
No	834	5	1,770

Table 2.—Number and percent of public schools reporting one or more incidents of physical attacks or fights with weapons, and total number of incidents of physical attacks or fights with weapons reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97--continued

School characteristic	Physical attack or fight with a weapon		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
Principals' report on discipline problems in school*			
No problems/minor problems	479	1	530
Moderate problems	1,998	6	4,910
Serious problems	2,217	18	5,510

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools. The total number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 2a.—Standard errors of the number and percent of public schools reporting one or more incidents of physical attacks or fights with weapons and of the total number of incidents of physical attacks or fights with weapons reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Physical attack or fight with a weapon		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	365.2	0.5	1,882.2
Instructional level			
Elementary school	383.0	0.8	555.3
Middle school	170.4	1.2	1,440.4
High school	235.2	1.5	1,078.6
Size of enrollment			
Less than 300	174.1	0.9	978.0
300-999	377.7	0.8	1,570.2
1,000 or more	137.7	2.0	514.8
Locale			
City	285.2	1.7	1,518.8
Urban fringe	229.4	1.2	371.8
Town	170.7	0.9	964.1
Rural	252.0	1.2	586.9
Region			
Northeast	136.2	1.0	260.2
Southeast	210.1	1.3	422.9
Central	304.2	1.4	1,577.1
West	281.8	1.2	995.7
Percent minority enrollment			
Less than 5 percent	211.5	0.9	230.4
5 to 19 percent	207.3	1.2	972.6
20 to 49 percent	265.6	1.6	478.0
50 percent or more	208.0	1.3	1,512.1
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	198.6	1.2	321.0
20 to 34 percent	232.4	1.3	485.0
35 to 49 percent	219.6	1.7	455.1
50 to 74 percent	213.3	1.3	1,462.8
75 percent or more	174.3	1.4	976.4
Zero tolerance policy for violence			
Yes	320.8	0.6	1,836.3
No	209.3	1.3	587.9
Principals' report on discipline problems in school			
No problems/minor problems	222.4	0.7	229.0
Moderate problems	269.3	0.9	1,650.9
Serious problems	314.9	2.4	1,095.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 3.—Number and percent of public schools reporting one or more incidents of robbery, and total number of incidents of robbery reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Robbery		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	2,389	3	7,150
Instructional level			
Elementary school	395	1	390
Middle school	760	5	2,330
High school	1,235	8	4,430
Size of enrollment			
Less than 300	101	(+)	240
300-999	1,123	2	3,040
1,000 or more	1,166	16	3,870
Locale			
City	1,461	8	4,520
Urban fringe	520	3	1,510
Town	171	1	590
Rural	237	1	530
Region			
Northeast	468	3	1,570
Southeast	394	2	1,310
Central	582	3	2,100
West	946	4	2,160
Percent minority enrollment			
Less than 5 percent	231	1	260
5 to 19 percent	366	2	640
20 to 49 percent	520	3	1,450
50 percent or more	1,273	7	4,800
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	222	1	670
20 to 34 percent	473	3	1,550
35 to 49 percent	373	3	880
50 to 74 percent	607	4	1,960
75 percent or more	698	6	2,020
Zero tolerance policy for violence			
Yes	2,003	3	6,260
No	386	2	890

Table 3.– Number and percent of public schools reporting one or more incidents of robbery, and total number of incidents of robbery reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97--continued

School characteristic	Robbery		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
Principals' report on discipline problems in school*			
No problems/minor problems	288	1	330
Moderate problems	820	3	2,590
Serious problems	1,282	10	4,230

(+) Less than 0.5 percent.

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug/ use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools. The total number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 3a.—Standard errors of the number and percent of public schools reporting one or more incidents of robbery and of the total number of incidents of robbery reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Robbery		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	306.4	0.4	1,538.1
Instructional level			
Elementary school	197.7	0.4	197.7
Middle school	128.7	0.9	1,021.2
High school	151.7	1.0	886.5
Size of enrollment			
Less than 300	74.9	--	206.3
300-999	261.8	0.5	1,249.1
1,000 or more	122.2	1.8	769.7
Locale			
City	234.3	1.3	1,192.6
Urban fringe	127.8	0.7	623.8
Town	87.9	0.4	355.8
Rural	122.6	0.6	291.1
Region			
Northeast	80.7	0.6	399.6
Southeast	105.1	0.6	660.8
Central	185.6	0.8	1,010.5
West	174.4	0.8	471.4
Percent minority enrollment			
Less than 5 percent	125.7	0.5	135.4
5 to 19 percent	142.7	0.8	247.8
20 to 49 percent	144.5	0.8	498.4
50 percent or more	180.7	1.1	1,433.3
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	95.7	0.5	339.7
20 to 34 percent	123.7	0.7	607.5
35 to 49 percent	135.9	1.1	355.3
50 to 74 percent	151.2	1.0	1,017.9
75 percent or more	150.5	1.2	519.8
Zero tolerance policy for violence			
Yes	255.1	0.4	1,306.3
No	147.8	0.9	383.6
Principals' report on discipline problems in school			
No problems/minor problems	137.6	0.4	145.0
Moderate problems	178.6	0.6	996.4
Serious problems	194.8	1.5	892.0

--Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 4.—Number and percent of public schools reporting one or more incidents of physical attacks or fights without weapons, and total number of incidents of physical attacks or fights without weapons reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Physical attack or fight without a weapon		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	21,576	28	187,890
Instructional level			
Elementary school	5,801	12	21,470
Middle school	7,177	51	73,330
High school	8,598	55	93,090
Size of enrollment			
Less than 300	3,372	17	15,590
300-999	13,260	26	87,940
1,000 or more	4,944	67	84,350
Locale			
City	5,463	30	62,130
Urban fringe	5,369	28	54,780
Town	6,242	32	46,290
Rural	4,501	21	24,680
Region			
Northeast	3,424	23	29,060
Southeast	4,871	29	50,690
Central	5,949	26	45,590
West	7,332	32	62,540
Percent minority enrollment			
Less than 5 percent	5,401	22	24,340
5 to 19 percent	4,810	27	35,600
20 to 49 percent	5,595	32	53,960
50 percent or more	5,545	32	72,600
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	5,343	29	39,990
20 to 34 percent	4,738	27	34,880
35 to 49 percent	3,658	28	33,270
50 to 74 percent	4,494	28	45,900
75 percent or more	3,102	25	28,800
Zero tolerance policy for violence			
Yes	17,436	29	157,710
No	4,140	25	30,170

Table 4.—Number and percent of public schools reporting one or more incidents of physical attacks or fights without weapons, and total number of incidents of physical attacks or fights without weapons reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97--continued

School characteristic	Physical attack or fight without a weapon		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
Principals' report on discipline problems in school*			
No problems/minor problems	3,828	11	13,680
Moderate problems	10,204	32	94,610
Serious problems	7,544	61	79,590

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools. The total number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 4a.—Standard errors of the number and percent of public schools reporting one or more incidents of physical attacks or fights without weapons and of the total number of incidents of physical attacks or fights without weapons reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Physical attack or fight without a weapon		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	932.8	1.1	17,030.4
Instructional level			
Elementary school	817.3	1.7	6,994.9
Middle school	343.8	2.3	10,432.4
High school	463.3	2.9	9,362.2
Size of enrollment			
Less than 300	616.4	2.9	3,702.9
300-999	737.4	1.4	10,727.6
1,000 or more	227.7	3.0	11,519.4
Locale			
City	417.5	2.4	9,216.2
Urban fringe	521.1	2.6	11,539.2
Town	452.7	2.3	5,769.4
Rural	556.1	2.6	4,298.4
Region			
Northeast	383.4	2.3	6,820.7
Southeast	443.2	2.7	8,804.0
Central	705.2	2.6	10,026.6
West	681.7	3.0	7,301.6
Percent minority enrollment			
Less than 5 percent	603.2	2.4	3,251.0
5 to 19 percent	593.0	3.0	5,122.2
20 to 49 percent	574.5	2.9	9,325.6
50 percent or more	575.7	3.1	13,703.7
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	462.0	2.5	5,547.4
20 to 34 percent	534.1	2.9	7,725.4
35 to 49 percent	458.5	3.4	6,976.7
50 to 74 percent	612.5	3.4	9,867.3
75 percent or more	380.5	3.0	5,945.3
Zero tolerance policy for violence			
Yes	907.0	1.5	15,703.4
No	433.3	2.7	5,350.6
Principals' report on discipline problems in school			
No problems/minor problems	541.3	1.6	2,402.1
Moderate problems	678.9	2.1	14,128.7
Serious problems	585.4	4.4	9,994.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 5.—Number and percent of public schools reporting one or more incidents of theft or larceny, and total number of incidents of theft or larceny reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Theft or larceny		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	23,798	31	115,500
Instructional level			
Elementary school	9,041	19	19,480
Middle school	6,166	44	31,470
High school	8,591	55	64,550
Size of enrollment			
Less than 300	3,568	18	9,850
300-999	15,211	30	51,430
1,000 or more	5,019	68	54,220
Locale			
City	6,192	34	39,930
Urban fringe	5,446	29	28,270
Town	7,102	36	28,990
Rural	5,057	24	18,320
Region			
Northeast	3,964	26	18,070
Southeast	5,385	32	23,270
Central	5,783	26	22,990
West	8,666	38	51,170
Percent minority enrollment			
Less than 5 percent	5,865	24	21,410
5 to 19 percent	4,924	28	29,410
20 to 49 percent	5,418	31	25,910
50 percent or more	7,188	41	34,830
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	5,538	30	29,490
20 to 34 percent	4,277	25	26,050
35 to 49 percent	4,506	35	21,630
50 to 74 percent	4,956	31	22,410
75 percent or more	4,439	35	15,800
Zero tolerance policy for violence			
Yes	18,971	31	98,410
No	4,798	29	17,060

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Table 5.—Number and percent of public schools reporting one or more incidents of theft or larceny, and total number of incidents of theft or larceny reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97--continued

School characteristic	Theft or larceny		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
Principals' report on discipline problems in school*			
No problems/minor problems	5,508	17	13,040
Moderate problems	11,097	35	49,160
Serious problems	7,078	58	52,960

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug/use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools. The total number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 5a.—Standard errors of the number and percent of public schools reporting one or more incidents of theft or larceny and of the total number of incidents of theft or larceny reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Theft or larceny		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	1,200.6	1.5	8,404.0
Instructional level			
Elementary school	983.2	2.0	3,393.6
Middle school	350.9	2.5	3,374.4
High school	519.1	3.1	5,665.4
Size of enrollment			
Less than 300	653.8	3.1	2,272.3
300-999	954.5	1.8	4,447.1
1,000 or more	286.9	3.2	5,284.7
Locale			
City	462.3	2.7	4,185.4
Urban fringe	465.2	2.4	4,133.6
Town	680.9	3.5	3,548.5
Rural	700.4	3.3	3,591.5
Region			
Northeast	493.4	3.3	4,826.9
Southeast	662.2	3.6	3,148.7
Central	616.1	2.7	2,797.2
West	679.8	3.0	4,968.8
Percent minority enrollment			
Less than 5 percent	629.0	2.8	3,618.7
5 to 19 percent	580.8	3.1	4,518.5
20 to 49 percent	659.2	3.3	4,046.2
50 percent or more	713.6	3.5	4,589.2
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	583.1	2.7	3,939.8
20 to 34 percent	511.1	2.9	4,361.3
35 to 49 percent	617.4	4.8	3,782.6
50 to 74 percent	703.3	3.6	3,404.1
75 percent or more	588.5	3.9	2,703.1
Zero tolerance policy for violence			
Yes	1,067.5	1.7	7,602.2
No	495.2	3.3	2,562.0
Principals' report on discipline problems in school			
No problems/minor problems	718.0	2.1	1,875.4
Moderate problems	861.9	2.5	6,020.3
Serious problems	595.2	4.2	4,907.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 6.—Number and percent of public schools reporting one or more incidents of vandalism, and total number of incidents of vandalism reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Vandalism		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	29,269	38	98,490
Instructional level			
Elementary school	14,596	30	34,850
Middle school	6,620	47	23,780
High school	8,053	52	39,860
Size of enrollment			
Less than 300	4,738	23	12,260
300-999	19,986	40	53,990
1,000 or more	4,546	62	32,240
Locale			
City	7,352	41	32,750
Urban fringe	7,025	37	22,820
Town	8,535	44	25,710
Rural	6,356	30	17,210
Region			
Northeast	5,560	37	17,060
Southeast	6,174	36	17,310
Central	6,793	30	18,590
West	10,742	47	45,520
Percent minority enrollment			
Less than 5 percent	7,020	29	18,700
5 to 19 percent	7,005	40	19,680
20 to 49 percent	6,704	38	18,470
50 percent or more	8,151	47	40,440
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	6,853	37	19,310
20 to 34 percent	5,821	34	17,690
35 to 49 percent	4,906	38	14,730
50 to 74 percent	6,237	39	20,150
75 percent or more	5,211	42	25,800
Zero tolerance policy for violence			
Yes	24,098	40	83,250
No	5,142	31	15,180

Table 6.—Number and percent of public schools reporting one or more incidents of vandalism, and total number of incidents of vandalism reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97--continued

School characteristic	Vandalism		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
Principals' report on discipline problems in school*			
No problems/minor problems	8,464	25	16,670
Moderate problems	13,086	41	39,220
Serious problems	7,719	63	42,600

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug/ use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools. The total number of incidents are rounded to the nearest 10.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 6a.—Standard errors of the number and percent of public schools reporting one or more incidents of vandalism, and of the total number of incidents of vandalism reported in public schools in which police or other law enforcement were contacted, by school characteristics: 1996-97

School characteristic	Vandalism		
	Number of schools with one or more incidents	Percent of schools with one or more incidents	Total number of incidents
All public schools	1,326.4	1.6	5,576.6
Instructional level			
Elementary school	1,104.8	2.3	4,207.6
Middle school	396.0	2.6	2,283.3
High school	452.3	2.7	2,875.9
Size of enrollment			
Less than 300	846.1	3.9	2,448.2
300-999	874.4	1.7	4,138.7
1,000 or more	281.4	3.3	3,601.1
Locale			
City	561.5	3.2	3,381.5
Urban fringe	559.9	2.9	3,505.2
Town	696.5	3.5	2,780.0
Rural	804.3	3.7	2,654.4
Region			
Northeast	649.2	3.6	2,380.1
Southeast	543.9	3.1	1,843.6
Central	904.1	3.6	2,688.8
West	834.6	3.5	4,396.3
Percent minority enrollment			
Less than 5 percent	855.1	3.3	2,774.5
5 to 19 percent	707.8	3.0	2,868.1
20 to 49 percent	679.6	3.5	2,223.4
50 percent or more	859.8	3.3	5,169.1
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	714.3	3.6	2,333.8
20 to 34 percent	704.7	4.0	2,329.2
35 to 49 percent	621.7	4.4	1,966.6
50 to 74 percent	760.9	3.6	2,562.9
75 percent or more	659.0	3.9	4,306.3
Zero tolerance policy for violence			
Yes	1,241.5	1.8	5,247.7
No	578.1	3.3	2,327.7
Principals' report on discipline problems in school			
No problems/minor problems	873.2	2.5	2,076.1
Moderate problems	892.5	2.5	3,259.4
Serious problems	746.1	4.5	4,662.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 7.—Percent of public schools reporting crime incidents and the seriousness of crime incidents reported, by school characteristics: 1996-97

School characteristic	No incidents reported	Any incidents reported	Seriousness of reported crime	
			Serious violent crime	Less serious or nonviolent crime only
All public schools	43	57	10	47
Instructional level				
Elementary school	55	45	4	41
Middle school	26	74	19	55
High school	23	77	21	56
Size of enrollment				
Less than 300	62	38	4	34
300-999	40	60	9	50
1,000 or more	11	89	33	56
Locale				
City	41	59	17	42
Urban fringe	42	58	11	47
Town	37	63	5	58
Rural	53	47	8	39
Region				
Northeast	48	52	7	45
Southeast	41	59	9	50
Central	49	51	11	40
West	36	64	12	52
Percent minority enrollment				
Less than 5 percent	53	47	6	41
5 to 19 percent	42	58	11	47
20 to 49 percent	42	58	11	47
50 percent or more	32	68	15	53
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	46	54	9	46
20 to 34 percent	47	53	12	42
35 to 49 percent	41	59	12	48
50 to 74 percent	41	59	9	49
75 percent or more	41	59	10	49
Zero tolerance policy for violence				
Yes	41	59	11	48
No	53	47	7	40
Policy to report crimes to public				
Yes	50	50	9	41
No	39	61	11	50
Police/law enforcement presence				
30 or more hours per week	14	86	38	49
10-29 hours per week	20	80	19	61
1-9 hours per week	13	87	28	58
Stationed as needed	23	77	14	62
None stationed	50	50	6	43

Table 7.—Percent of public schools reporting crime incidents and the seriousness of crime incidents reported, by school characteristics: 1996-97--continued

School characteristic	No incidents reported	Any incidents reported	Seriousness of reported crime	
			Serious violent crime	Less serious or nonviolent crime only
Principals' report on discipline problems in school*				
No problems/minor problems	60	40	3	37
Moderate problems	38	62	10	52
Serious problems	14	86	28	57

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school. Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 7a.—Standard errors of the percent of public schools reporting crime incidents and the seriousness of crime incidents reported, by school characteristics: 1996-97

School characteristic	No incidents reported	Any incidents reported	Seriousness of reported crime,	
			Serious violent crime	Less serious or nonviolent crime only
All public schools	2.1	2.1	0.8	2.1
Instructional level				
Elementary school	3.2	3.2	1.1	3.2
Middle school	2.3	2.3	1.9	2.8
High school	2.4	2.4	2.1	3.0
Size of enrollment				
Less than 300	4.9	4.9	1.4	4.4
300-999	2.2	2.2	1.2	2.5
1,000 or more	2.3	2.3	2.4	3.2
Locale				
City	3.7	3.7	2.1	4.1
Urban fringe	3.2	3.2	1.8	3.2
Town	3.8	3.8	1.4	3.7
Rural	4.2	4.2	1.5	4.1
Region				
Northeast	4.4	4.4	1.1	4.7
Southeast	3.8	3.8	1.6	3.9
Central	4.5	4.5	2.2	4.1
West	3.5	3.5	1.4	3.7
Percent minority enrollment				
Less than 5 percent	3.7	3.7	1.3	3.5
5 to 19 percent	3.8	3.8	2.1	3.6
20 to 49 percent	3.6	3.6	1.6	3.6
50 percent or more	3.2	3.2	1.8	3.9
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	3.3	3.3	1.5	3.2
20 to 34 percent	4.3	4.3	2.0	4.3
35 to 49 percent	5.0	5.0	2.3	5.0
50 to 74 percent	4.1	4.1	1.4	4.5
75 percent or more	4.7	4.7	1.7	4.7
Zero tolerance policy for violence				
Yes	2.4	2.4	0.9	2.4
No	4.1	4.1	1.4	4.0
Policy to report crimes to public				
Yes	2.9	2.9	1.0	3.1
No	2.4	2.4	1.0	2.5
Police/law enforcement presence				
30 or more hours per week	4.1	4.1	3.1	4.7
10-29 hours per week	12.1	12.1	8.4	12.5
1-9 hours per week	5.9	5.9	6.9	6.4
Stationed as needed	4.4	4.4	2.7	5.0
None stationed	2.3	2.3	0.8	2.2
Principals' report on discipline problems in school				
No problems/minor problems	3.1	3.1	1.0	3.0
Moderate problems	2.8	2.8	1.3	3.0
Serious problems	4.0	4.0	2.9	4.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8.—Percent of public schools reporting that various crimes occurred at the school, involved students, and occurred during school hours or at school-sponsored events, by type of crime at the school: 1996-97

Type of crime	Percent of schools reporting any:		
	Incidents[2]	Incidents[2] involving students as either victims or perpetrators	Incidents[2] occurring during school hours or at school-sponsored events or activities
Murder[1]	†	†	†
Suicide[1]	†	†	†
Rape or other type of sexual battery	3	3	2
Physical attack or fight with a weapon	6	6	6
Robbery	3	3	3
Physical attack or fight without a weapon	28	27	26
Theft or larceny	31	25	25
Vandalism	38	24	17

[1]In the sample of 1,234 public schools, no incidents of murder were reported and 4 schools reported that a suicide had occurred. It should be noted that the sample size was not adequate to produce reliable estimates for either of these crimes, which are believed to have a very low incidence.

[2]Schools were asked to report only incidents serious enough for the school to have contacted the police or other law enforcement representative.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 8a.—Standard errors of the percent of public schools reporting that various crimes occurred at the school, involved students, and occurred during school hours or at school-sponsored events, by type of crime at the school: 1996-97

Type of crime	Percent of schools reporting any:		
	Incidents	Incidents involving students as either victims or perpetrators	Incidents occurring during school hours or at school-sponsored events or activities
Murder	--	--	--
Suicide	--	--	--
Rape or other type of sexual battery	0.5	0.5	0.4
Physical attack or fight with a weapon	0.5	0.5	0.5
Robbery	0.4	0.4	0.3
Physical attack or fight without a weapon	1.1	1.1	1.1
Theft or larceny	1.5	1.2	1.3
Vandalism	1.6	1.3	0.9

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 9.—Ratio of crimes per 100,000 public school students, by school characteristics: 1996-97

School characteristic	All incidents reported	Seriousness of reported crime	
		Serious violent crime	Less serious or nonviolent crime only
All public schools	1,003	53	949
Instructional level			
Elementary school	352	13	339
Middle school	1,623	93	1,530
High school	1,807	103	1,704
Size of enrollment			
Less than 300	1,073	61	1,013
300-999	730	38	692
1,000 or more	1,692	90	1,602
Locale			
City	1,164	95	1,070
Urban fringe	882	38	845
Town	1,023	28	995
Rural	899	45	854
Region			
Northeast	806	39	768
Southeast	922	40	883
Central	954	78	876
West	1,218	55	1,164
Percent minority enrollment			
Less than 5 percent	693	19	674
5 to 19 percent	871	40	830
20 to 49 percent	1,018	51	968
50 percent or more	1,325	96	1,229
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	813	26	787
20 to 34 percent	916	58	858
35 to 49 percent	1,073	49	1,024
50 to 74 percent	1,167	68	1,099
75 percent or more	1,125	81	1,044
Zero tolerance policy for violence			
Yes	1,047	57	990
No	814	39	775
Police/law enforcement presence			
30 or more hours per week	2,343	137	2,206
10-29 hours per week	1,549	58	1,490
1-9 hours per week	1,679	130	1,549
Stationed as needed	1,258	41	1,217
None stationed	608	33	575

Table 9.—Ratio of crimes per 100,000 public school students, by school characteristics: 1996-97--continued

School characteristic	All incidents reported	Seriousness of reported crime	
		Serious violent crime	Less serious or nonviolent crime only
Principals' report on discipline problems in school*			
No problems/minor problems	299	8	290
Moderate problems	1,058	52	1,006
Serious problems	2,051	130	1,921

*Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

NOTE: Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school. Details may not add to totals because of rounding and because some classification variables were missing for some schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 9a.—Standard errors of the ratio of crimes per 100,000 public school students, by school characteristics: 1996-97

School characteristic	All incidents reported	Seriousness of reported crime	
		Serious violent crime	Less serious or nonviolent crime only
All public schools	66.4	7.8	62.6
Instructional level			
Elementary school	48.5	3.5	48.8
Middle school	184.0	29.1	162.2
High school	129.9	15.7	124.2
Size of enrollment			
Less than 300	189.2	35.0	172.7
300-999	61.6	10.0	55.2
1,000 or more	162.8	11.4	157.9
Locale			
City	141.2	21.3	122.7
Urban fringe	125.6	8.0	122.4
Town	95.6	13.2	92.6
Rural	124.6	10.3	120.1
Region			
Northeast	140.3	7.7	137.8
Southeast	121.7	10.3	115.8
Central	145.5	25.3	126.7
West	95.2	10.6	93.5
Percent minority enrollment			
Less than 5 percent	87.0	4.7	85.9
5 to 19 percent	89.6	13.1	86.6
20 to 49 percent	128.9	8.5	125.0
50 percent or more	181.1	24.7	163.3
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	80.0	4.9	79.8
20 to 34 percent	133.9	11.3	127.0
35 to 49 percent	174.8	10.7	171.5
50 to 74 percent	193.6	30.9	170.0
75 percent or more	151.4	21.7	140.5
Zero tolerance policy for violence			
Yes	75.0	9.1	70.5
No	107.0	10.8	101.8
Police/law enforcement presence			
30 or more hours per week	234.8	20.9	227.9
10-29 hours per week	342.6	21.3	328.8
1-9 hours per week	310.2	71.2	263.4
Stationed as needed	175.5	7.8	175.6
None stationed	63.1	9.7	56.4
Principals' report on discipline problems in school			
No problems/minor problems	32.4	2.2	31.6
Moderate problems	123.4	14.7	115.7
Serious problems	157.3	19.9	149.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 10.—Ratio of reported crimes per 100,000 public school students, by type of crime and instructional level: 1996-97

Type of crime	All public schools	Instructional level		
		Elementary school	Middle school	High school
Murder[1]	†	†	†	†
Suicide[1]	†	†	†	†
Rape/sexual battery	10	3	17	18
Attack/fight with a weapon	26	7	49	46
Robbery	17	2	28	38
Attack/fight without a weapon	444	96	872	808
Theft/larceny	274	87	374	562
Vandalism	234	157	283	347

[1]In the sample of 1,234 public schools, no incidents of murder were reported and 4 schools reported that a suicide had occurred. It should be noted that the sample size was not adequate to produce reliable estimates for either of these crimes, which are believed to have a very low incidence.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 10a.—Standard errors of the ratio of reported crimes per 100,000 public school students, by type of crime and instructional level: 1996-97

Type of crime	All public schools	Instructional level		
		Elementary school	Middle school	High school
Murder	--	--	--	--
Suicide	--	--	--	--
Rape/sexual battery	1.6	1.9	4.3	2.9
Attack/fight with a weapon	4.5	2.5	17.1	9.4
Robbery	3.7	0.9	12.2	7.7
Attack/fight without a weapon	41.0	31.2	123.1	83.1
Theft/larceny	19.9	15.0	39.5	49.5
Vandalism	13.4	19.2	27.2	24.4

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 11.—Percent of public school principals indicating the extent of problems in their schools with certain discipline issues: 1990-91 and 1996-97

Discipline issue	Extent of problem							
	1990-91				1996-97			
	Serious	Moderate	Minor	Not a problem	Serious	Moderate	Minor	Not a problem
Student tardiness	6	28	46	20	9	32	45	14
Student absenteeism/class cutting	5	20	40	35	4	21	46	29
Physical conflicts among students	3	20	53	25	1	20	59	21
Robbery or theft of items over $10	(+)	7	31	62	1	5	37	58
Vandalism of school property	1	11	42	46	2	6	49	43
Student alcohol use	3	7	17	72	2	5	19	74
Student drug use	1	5	20	74	2	8	20	70
Sale of drugs on school grounds	(+)	1	11	89	(+)	2	15	83
Student tobacco use	3	10	24	63	4	10	25	60
Student possession of weapons	(+)	3	16	81	(+)	2	21	77
Trespassing	1	6	27	67	(+)	4	25	71
Verbal abuse of teachers	2	9	44	45	2	10	46	42
Physical abuse of teachers	(+)	1	8	91	0	2	9	89
Teacher absenteeism	1	13	37	49	1	10	38	52
Teacher alcohol or drug use	(+)	1	10	89	0	(+)	6	94
Racial tensions	(+)	5	21	74	(+)	3	24	73
Gangs	‡	‡	‡	‡	(+)	4	19	76

‡ Data not available because this item was not asked in the 1991 survey.

(+) Less than 0.5 percent.

NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 11a.—Standard errors of the percent of public school principals indicating the extent of problems in their schools with certain discipline issues: 1990-91 and 1996-97

Discipline issue	Extent of problem							
	1990-91				1996-97			
	Serious	Moderate	Minor	Not a problem	Serious	Moderate	Minor	Not a problem
Student tardiness	0.8	2.4	2.1	1.8	0.8	1.4	1.8	1.5
Student absenteeism/class cutting	0.8	1.6	1.9	1.6	0.6	1.4	1.7	1.7
Physical conflicts among students	0.6	1.5	1.7	1.8	0.3	1.2	1.9	1.6
Robbery or theft of items over $10	--	0.8	1.6	2.0	0.2	0.6	1.5	1.6
Vandalism of school property	0.5	1.0	1.4	1.6	0.4	0.6	1.5	1.4
Student alcohol use	0.5	0.9	1.5	1.6	0.3	0.6	1.0	1.1
Student drug use	0.3	0.6	1.3	1.4	0.3	0.6	1.0	0.9
Sale of drugs on school grounds	--	0.2	1.0	1.0	--	0.3	0.8	0.7
Student tobacco use	0.5	1.0	1.6	1.8	0.5	0.8	1.3	1.3
Student possession of weapons	--	0.4	1.0	1.0	--	0.4	1.1	1.2
Trespassing	0.3	0.9	1.7	1.9	--	0.6	1.4	1.5
Verbal abuse of teachers	0.4	1.0	1.9	1.8	0.4	0.9	1.8	1.7
Physical abuse of teachers	--	0.3	1.0	1.1	--	0.6	1.0	1.0
Teacher absenteeism	0.4	1.2	1.3	1.7	0.2	0.8	1.7	1.6
Teacher alcohol or drug use	--	0.4	1.3	1.3	--	--	0.9	0.9
Racial tensions	--	0.7	1.5	1.5	--	0.4	1.3	1.3
Gangs	‡	‡	‡	‡	--	0.5	1.2	1.2

‡ Data not available because this item was not asked in the 1991 survey.

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 12.—Percent of public school principals reporting level of discipline problems in their schools, by school characteristics: 1996-97

School characteristic	No problems/minor problems	Moderate problems	Serious problems
All public schools	43	41	16
Instructional level			
Elementary school	56	36	8
Middle school	30	51	18
High school	15	48	37
Size of enrollment			
Less than 300	52	39	10
300-999	44	41	15
1,000 or more	14	49	38
Locale			
City	35	46	19
Urban fringe	41	45	14
Town	45	39	16
Rural	49	35	16
Region			
Northeast	48	39	13
Southeast	38	44	18
Central	50	37	14
West	36	45	18
Percent minority enrollment			
Less than 5 percent	57	33	10
5 to 19 percent	43	40	17
20 to 49 percent	38	45	17
50 percent or more	28	50	22
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	52	35	13
20 to 34 percent	46	39	16
35 to 49 percent	33	48	19
50 to 74 percent	43	41	16
75 percent or more	37	46	17
Zero tolerance policy for violence			
Yes	41	43	16
No	51	35	14
Police/law enforcement presence			
30 or more hours per week	15	47	39
10-29 hours per week	14	58	29
1-9 hours per week	17	52	31
Stationed as needed	26	50	24
None stationed	49	39	12

NOTE: Serious problems means the respondent indicated at least 1 of 17 specified discipline issue was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem. Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 12a.—Standard errors of the percent of public school principals reporting level of discipline problems in their schools, by school characteristics: 1996-97

School characteristic	No problems/ minor problems	Moderate problems	Serious problems
All public schools	1.7	1.6	1.2
Instructional level			
Elementary school	2.4	2.2	1.6
Middle school	2.5	2.5	1.8
High school	2.0	2.8	2.5
Size of enrollment			
Less than 300	4.5	4.2	2.1
300-999	2.1	1.9	1.5
1,000 or more	2.6	3.3	2.9
Locale			
City	3.6	3.9	2.3
Urban fringe	3.5	3.6	2.0
Town	3.4	3.3	1.9
Rural	3.9	3.5	2.7
Region			
Northeast	4.0	3.7	2.4
Southeast	3.5	3.3	2.3
Central	3.7	3.6	2.0
West	3.4	3.0	2.6
Percent minority enrollment			
Less than 5 percent	3.6	3.2	1.5
5 to 19 percent	3.9	3.3	2.1
20 to 49 percent	3.5	4.1	3.0
50 percent or more	3.2	3.9	2.7
Percent of students eligible for free or reduced-price school lunch			
Less than 20 percent	3.6	3.5	1.4
20 to 34 percent	4.6	3.9	2.5
35 to 49 percent	3.8	4.4	3.1
50 to 74 percent	4.6	3.8	2.5
75 percent or more	4.2	5.0	2.9
Zero tolerance policy for violence			
Yes	1.6	1.9	1.4
No	4.7	4.1	2.2
Police/law enforcement presence			
30 or more hours per week	3.8	4.6	3.5
10-29 hours per week	8.0	13.0	12.3
1-9 hours per week	7.2	7.5	7.2
Stationed as needed	4.5	5.2	3.9
None stationed	2.0	2.0	1.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 13.—Percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and instructional level: 1990-91 and 1996-97

Discipline issue	Instructional level							
	1990-91				1996-97			
	Total	Elementary school	Middle school	High school	Total	Elementary school	Middle school	High school
Student tardiness	34	25	44	50	40	32	40	67
Student absenteeism/class cutting	25	18	31	39	25	17	24	52
Physical conflicts among students	23	20	40	17	21	18	35	17
Robbery or theft of items over $10	7	4	10	14	5	2	7	15
Vandalism of school property	12	10	16	13	8	6	10	13
Student alcohol use	10	1	10	37	7	1	7	27
Student drug use	6	1	5	20	9	(+)	10	36
Sale of drugs on school grounds	1	(+)	1	2	2	0	1	10
Student tobacco use	13	1	21	40	14	2	19	48
Student possession of weapons	3	2	6	3	2	1	5	2
Trespassing	7	5	14	7	4	3	5	8
Verbal abuse of teachers	11	8	20	13	12	6	23	20
Physical abuse of teachers	1	1	2	1	2	2	2	1
Teacher absenteeism	14	11	21	17	10	7	15	17
Teacher alcohol or drug use	1	1	2	1	(+)	0	(+)	(+)
Racial tensions	5	4	7	5	3	2	4	7
Gangs	‡	‡	‡	‡	5	2	10	9

‡ Data not available because this item was not asked in the 1991 survey.

(+) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey On School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 13a.—Standard errors of the percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and instructional level: 1990-91 and 1996-97

Problem	Instructional level							
	1990-91				1996-97			
	Total	Elementary school	Middle school	High school	Total	Elementary school	Middle school	High school
Student tardiness	2.5	3.0	4.7	3.5	1.6	2.6	2.4	2.6
Student absenteeism/class cutting	1.8	2.3	4.2	3.2	1.5	2.3	2.2	2.8
Physical conflicts among students	1.4	2.1	5.1	2.3	1.2	1.6	2.6	1.6
Robbery or theft of items over $10	0.9	1.0	2.0	2.2	0.6	0.6	1.2	1.8
Vandalism of school property	1.2	1.7	3.1	2.2	0.8	1.2	1.6	1.6
Student alcohol use	1.0	0.7	2.9	3.8	0.7	0.5	1.6	2.3
Student drug use	0.7	0.6	1.6	2.5	0.6	--	1.6	2.5
Sale of drugs on school grounds	0.2	--	0.7	0.9	0.3	--	0.6	1.7
Student tobacco use	1.1	0.5	3.1	3.8	0.9	1.0	1.9	3.0
Student possession of weapons	0.4	0.5	1.4	1.0	0.4	0.5	1.2	0.6
Trespassing	1.0	1.3	2.7	1.3	0.6	0.8	1.1	1.3
Verbal abuse of teachers	1.1	1.2	2.9	2.4	1.0	1.3	2.0	1.9
Physical abuse of teachers	0.3	0.5	1.4	0.4	0.6	0.8	0.7	0.4
Teacher absenteeism	1.2	1.4	3.6	2.5	0.8	1.2	1.8	1.7
Teacher alcohol or drug use	0.4	0.4	1.9	0.7	--	--	--	--
Racial tensions	0.7	1.1	1.7	1.2	0.5	0.6	1.1	1.2
Gangs	‡	‡	‡	‡	0.5	0.7	1.6	1.3

‡ Data not available because this item was not asked in the 1991 survey.

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 14.—Percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and size of school: 1990-91 and 1996-97

Discipline issue	School size							
	1990-91				1996-97			
	Total	<300	300-999	1,000 or more	Total	<300	300-999	1,000 or more
Student tardiness	34	26	34	62	40	29	42	64
Student absenteeism/class cutting	25	18	25	44	25	19	24	53
Physical conflicts among students	23	16	25	30	21	13	22	31
Robbery or theft of items over $10	7	5	7	16	5	2	6	12
Vandalism of school property	12	12	10	24	8	7	7	20
Student alcohol use	10	13	7	25	7	7	6	18
Student drug use	6	6	3	19	9	8	7	29
Sale of drugs on school grounds	1	0	1	4	2	1	1	11
Student tobacco use	13	11	10	33	14	13	11	40
Student possession of weapons	3	1	3	9	2	1	2	3
Trespassing	7	3	8	12	4	2	4	12
Verbal abuse of teachers	11	4	14	17	12	7	12	26
Physical abuse of teachers	1	1	1	2	2	1	1	1
Teacher absenteeism	14	9	15	26	10	5	11	25
Teacher alcohol or drug use	1	1	1	2	(+)	0	(+)	1
Racial tensions	5	3	5	11	3	(+)	4	7
Gangs	‡	‡	‡	‡	5	2	5	16

‡ Data not available because this item was not asked in the 1991 survey.

(+) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 14a.—Standard errors of the percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and size of school: 1990-91 and 1996-97

Discipline issue	School size							
	1990-91				1996-97			
	Total	<300	300-999	1,000 or more	Total	<300	300-999	1,000 or more
Student tardiness	2.5	3.5	2.9	6.0	1.6	3.6	2.2	3.3
Student absenteeism/class cutting	1.8	3.3	2.4	5.3	1.5	3.4	1.9	3.1
Physical conflicts among students	1.4	3.3	1.8	3.5	1.2	3.0	1.4	3.3
Robbery or theft of items over $10	0.9	1.8	1.1	3.8	0.6	0.7	0.9	1.7
Vandalism of school property	1.2	3.0	1.4	4.4	0.8	1.8	1.0	2.4
Student alcohol use	1.0	2.5	1.0	4.2	0.7	2.0	0.6	2.3
Student drug use	0.7	2.1	0.8	3.3	0.6	1.6	0.6	2.5
Sale of drugs on school grounds	0.2	--	0.3	1.6	0.3	0.6	0.3	2.0
Student tobacco use	1.1	1.6	1.3	4.2	0.9	2.6	0.8	3.0
Student possession of weapons	0.4	0.7	0.6	2.8	0.4	0.6	0.5	0.9
Trespassing	1.0	1.5	1.3	3.0	0.6	1.1	0.8	2.2
Verbal abuse of teachers	1.1	1.6	1.4	3.6	1.0	2.3	1.2	2.8
Physical abuse of teachers	0.3	0.7	0.5	1.1	0.6	1.9	0.5	0.4
Teacher absenteeism	1.2	2.3	1.8	4.8	0.8	1.9	1.2	2.8
Teacher alcohol or drug use	0.4	1.0	0.4	1.2	--	--	--	0.6
Racial tensions	0.7	1.2	0.9	2.6	0.5	--	0.7	1.5
Gangs	‡	‡	‡	‡	0.5	0.7	0.7	1.9

‡ Data not available because this item was not asked in the 1991 survey.

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 15.—Percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and location of school: 1990-91 and 1996-97

Discipline issue	Locale									
	1990-91					1996-97				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Student tardiness	34	47	33	30	27	40	49	44	38	31
Student absenteeism/class cutting	25	35	24	22	20	25	28	24	24	25
Physical conflicts among students	23	30	26	21	15	21	25	25	19	14
Robbery or theft of items over $10	7	9	6	4	9	5	5	5	7	4
Vandalism of school property	12	19	10	8	11	8	11	9	7	5
Student alcohol use	10	9	7	7	17	7	4	6	9	9
Student drug use	6	7	4	5	6	9	7	8	12	10
Sale of drugs on school grounds	1	1	2	0	1	2	2	2	3	2
Student tobacco use	13	11	9	13	17	14	10	11	17	18
Student possession of weapons	3	7	1	2	1	2	4	2	0	1
Trespassing	7	14	7	2	5	4	7	5	3	3
Verbal abuse of teachers	11	18	10	9	7	12	17	12	10	9
Physical abuse of teachers	1	3	(+)	1	0	2	5	(+)	1	1
Teacher absenteeism	14	20	14	11	12	10	12	10	11	10
Teacher alcohol or drug use	1	2	2	(+)	(+)	(+)	(+)	(+)	(+)	0
Racial tensions	5	8	5	5	2	3	6	3	3	1
Gangs	‡	‡	‡	‡	‡	5	10	6	3	2

‡ Data not available because this item was not asked in the 1991 survey.

(+) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 15a.—Standard errors of the percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and location of school: 1990-91 and 1996-97

Discipline issue	Locale									
	1990-91					1996-97				
	Total	City	Urban fringe	Town	Rural	Total	City	Urban fringe	Town	Rural
Student tardiness	2.5	4.4	4.4	3.2	3.1	1.6	3.4	3.8	3.0	3.1
Student absenteeism/class cutting	1.8	3.7	3.7	2.6	2.7	1.5	2.6	3.1	2.8	3.5
Physical conflicts among students	1.4	3.0	3.3	2.5	3.5	1.2	2.6	3.4	2.6	2.6
Robbery or theft of items over $10	0.9	1.6	1.5	1.3	2.0	0.6	1.2	1.3	1.1	1.1
Vandalism of school property	1.2	3.2	2.1	1.9	3.3	0.8	1.9	2.0	1.8	1.2
Student alcohol use	1.0	2.1	1.3	1.2	2.6	0.7	0.6	1.0	1.1	2.1
Student drug use	0.7	1.6	1.1	1.4	1.9	0.6	0.8	1.2	1.3	1.7
Sale of drugs on school grounds	0.2	0.4	0.7	--	0.5	0.3	0.4	0.5	0.8	0.7
Student tobacco use	1.1	2.2	1.5	2.0	2.1	0.9	1.1	1.4	1.4	2.6
Student possession of weapons	0.4	1.6	0.6	1.1	0.6	0.4	1.0	0.9	--	0.6
Trespassing	1.0	2.3	1.8	0.7	2.0	0.6	1.9	1.3	0.7	1.0
Verbal abuse of teachers	1.1	2.7	1.8	1.8	2.0	1.0	2.5	2.0	1.7	1.8
Physical abuse of teachers	0.3	1.2	--	0.9	--	0.6	1.8	--	0.6	1.0
Teacher absenteeism	1.2	3.0	1.9	2.1	2.3	0.8	1.8	1.7	1.9	2.2
Teacher alcohol or drug use	0.4	1.0	1.6	--	--	--	--	--	--	--
Racial tensions	0.7	2.2	1.2	1.4	0.9	0.5	1.4	0.8	1.1	0.5
Gangs	‡	‡	‡	‡	‡	0.5	1.9	1.4	0.7	0.7

‡ Data not available because this item was not asked in the 1991 survey.

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 16.—Percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and minority enrollment of school: 1990-91 and 1996-97

Discipline issue	Minority enrollment									
	1990-91					1996-97				
	Total	<5%	5-19%	20-49%	50% or more	Total	<5%	5-19%	20-49%	50% or more
Student tardiness	34	22	32	48	53	41	25	42	45	56
Student absenteeism/class cutting	25	18	17	36	39	26	19	24	26	35
Physical conflicts among students	23	16	16	32	40	21	12	19	23	31
Robbery or theft of items over $10	7	5	10	7	9	5	4	6	5	7
Vandalism of school property	12	7	11	18	21	8	6	6	6	16
Student alcohol use	10	11	12	6	11	7	10	10	5	3
Student drug use	6	6	4	5	7	9	9	14	7	7
Sale of drugs on school grounds	1	1	1	1	1	2	1	4	1	3
Student tobacco use	13	16	11	10	9	14	16	19	15	7
Student possession of weapons	3	2	(+)	5	7	2	1	2	2	3
Trespassing	7	4	7	8	12	4	2	6	3	7
Verbal abuse of teachers	11	9	5	19	15	12	9	11	13	17
Physical abuse of teachers	1	1	0	1	3	2	1	2	3	1
Teacher absenteeism	14	11	9	15	28	10	9	5	9	18
Teacher alcohol or drug use	1	1	(+)	1	1	(+)	(+)	0	0	(+)
Racial tensions	5	2	2	13	6	3	1	5	3	4
Gangs	‡	‡	‡	‡	‡	5	(+)	5	4	12

‡ Data not available because this item was not asked in the 1991 survey.

(+) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 16a.—Standard errors of the percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and minority enrollment of school: 1990-91 and 1996-97

Discipline issue	Minority enrollment									
	1990-91					1996-97				
	Total	<5%	5-19%	20-49%	50% or more	Total	<5%	5-19%	20-49%	50% or more
Student tardiness	2.5	2.2	3.0	6.0	6.3	1.5	2.7	3.9	3.7	3.4
Student absenteeism/class cutting	1.8	2.4	2.7	4.7	5.3	1.5	2.4	2.9	3.3	2.9
Physical conflicts among students	1.4	2.6	3.2	4.8	4.4	1.2	2.1	3.5	3.0	3.2
Robbery or theft of items over $10	0.9	1.1	2.3	1.8	2.1	0.7	1.1	1.2	0.9	1.5
Vandalism of school property	1.2	1.6	2.4	4.0	3.1	0.8	1.6	1.4	1.3	2.4
Student alcohol use	1.0	1.2	2.3	2.0	2.6	0.7	1.5	1.3	1.5	0.7
Student drug use	0.7	1.1	1.3	1.1	2.5	0.6	1.4	1.7	1.3	1.2
Sale of drugs on school grounds	0.2	0.4	0.7	0.4	0.7	0.3	0.5	1.0	0.4	0.8
Student tobacco use	1.1	1.9	2.6	2.4	2.6	0.9	2.2	2.0	2.0	1.1
Student possession of weapons	0.4	0.6	0.3	1.4	2.1	0.4	0.4	1.0	1.1	0.6
Trespassing	1.0	1.3	2.6	2.5	2.7	0.6	0.7	1.7	0.7	1.9
Verbal abuse of teachers	1.1	1.4	1.7	2.8	3.7	1.0	1.6	1.8	2.4	2.4
Physical abuse of teachers	0.3	0.6	--	0.6	1.5	0.6	1.2	1.4	1.3	0.2
Teacher absenteeism	1.2	1.8	2.6	2.7	3.9	0.8	1.7	0.9	1.2	2.5
Teacher alcohol or drug use	0.4	0.8	0.3	1.0	1.0	--	--	--	--	--
Racial tensions	0.7	0.6	0.9	3.1	2.3	0.5	0.4	1.1	1.2	1.5
Gangs	‡	‡	‡	‡	‡	0.5	--	1.4	1.1	1.8

‡ Data not available because this item was not asked in the 1991 survey.

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997, "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991

Table 17.—Percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and poverty level* of school: 1990-91 and 1996-97

Discipline issue	Percent of students eligible for the federally funded free or reduced-price lunch program											
	1990-91						1996-97					
	Total	<20%	20-34%	35-49%	50-74%	75% or more	Total	<20%	20-34%	35-49%	50-74%	75% or more
Student tardiness	34	27	26	30	49	51	40	36	36	45	42	47
Student absenteeism/class cutting	25	17	18	23	35	46	25	21	24	25	28	32
Physical conflicts among students	23	15	19	21	32	40	21	13	19	22	24	29
Robbery or theft of items over $10	7	7	6	4	11	8	5	6	6	5	4	6
Vandalism of school property	12	7	9	11	16	25	8	5	6	6	8	17
Student alcohol use	10	13	9	7	9	12	7	11	8	8	4	3
Student drug use	6	7	3	2	4	13	9	12	10	9	7	5
Sale of drugs on school grounds	1	1	1	(†)	(†)	0	2	3	3	1	2	1
Student tobacco use	13	16	11	10	13	9	14	18	17	20	10	6
Student possession of weapons	3	1	2	2	4	11	2	1	1	3	3	2
Trespassing	7	7	5	3	9	13	4	3	3	4	5	7
Verbal abuse of teachers	11	7	7	9	17	24	12	8	13	13	13	13
Physical abuse of teachers	1	0	1	0	2	6	2	0	2	4	2	1
Teacher absenteeism	14	9	11	12	16	33	10	7	8	13	11	15
Teacher alcohol or drug use	1	1	(†)	2	1	1	(†)	(†)	(†)	0	(†)	0
Racial tensions	5	3	2	6	7	7	3	3	3	3	4	4
Gangs	‡	‡	‡	‡	‡	‡	5	1	4	4	6	11

* The percent of students eligible for the federally funded free or reduced-price lunch program was used as a measure of poverty for the school population.

‡ Data not available because this item was not asked in the 1991 survey.

(†) Less than 0.5 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 17a.—Standard errors of the percent of public school principals reporting that certain discipline issues were serious or moderate problems in their schools, by type of issue and poverty level of school: 1990-91 and 1996-97

Discipline issue	Percent of students eligible for the federally funded free or reduced-price lunch program											
	1990-91						1996-97					
	Total	<20%	20-34%	35-49%	50-74%	75% or more	Total	<20%	20-34%	35-49%	50-74%	75% or more
Student tardiness	2.5	2.2	3.5	5.4	5.4	7.0	1.6	3.4	4.1	3.7	4.2	4.2
Student absenteeism/class cutting	1.8	2.0	2.8	5.0	5.3	6.2	1.5	2.7	3.0	3.3	3.6	3.6
Physical conflicts among students	1.4	2.2	2.8	3.8	4.4	5.5	1.2	2.0	2.7	3.3	3.6	3.9
Robbery or theft of items over $10	0.9	1.4	1.6	2.0	2.8	2.8	0.6	1.3	1.1	1.4	1.1	2.0
Vandalism of school property	1.2	1.1	2.6	3.7	2.9	5.3	0.8	1.3	2.1	2.2	1.8	2.8
Student alcohol use	1.0	1.4	2.2	1.9	2.7	5.9	0.7	1.9	1.4	2.1	1.1	1.0
Student drug use	0.7	1.2	1.1	1.1	1.5	5.2	0.6	1.6	1.4	1.9	1.8	1.4
Sale of drugs on school grounds	0.2	0.5	0.7	--	--	--	0.3	0.8	0.7	0.6	0.8	0.7
Student tobacco use	1.1	1.7	1.7	3.3	2.7	4.3	0.9	2.0	2.0	3.6	1.7	1.5
Student possession of weapons	0.4	0.4	0.8	1.3	1.3	3.5	0.4	0.6	0.2	1.5	1.0	0.6
Trespassing	1.0	1.6	1.8	1.2	2.6	3.3	0.6	0.8	1.1	1.8	1.6	2.7
Verbal abuse of teachers	1.1	1.3	2.1	3.0	3.1	5.8	1.0	1.3	2.2	2.5	2.5	2.4
Physical abuse of teachers	0.3	--	0.7	--	0.9	2.8	0.6	--	1.4	1.9	1.3	0.4
Teacher absenteeism	1.2	1.5	2.1	3.3	3.6	5.3	0.8	1.4	1.7	2.7	2.1	2.9
Teacher alcohol or drug use	0.4	1.0	--	1.2	0.8	1.0	--	--	--	--	--	--
Racial tensions	0.7	0.9	1.0	2.6	2.0	2.9	0.5	0.6	0.7	1.4	1.2	1.8
Gangs	‡	‡	‡	‡	‡	‡	0.5	0.4	0.9	1.5	1.3	2.1

‡ Data not available because this item was not asked in the 1991 survey.

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997; "Public School Principal Survey on Safe, Disciplined and Drug-Free Schools," FRSS 41, 1991.

Table 18.—Number and percent of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percent of specific disciplinary actions taken against students, by type of infraction: 1996-97

Infraction	Total number of schools taking one or more of these specified actions	Percent of schools taking one or more of these specified actions	Total number of these specified actions taken	Percent distribution of actions taken		
				Expulsions	Transfers to alternative schools or programs	Out-of-school suspensions lasting 5 or more days
Possession or use of a firearm	4,170	5	16,587	31	20	49
Possession or use of a weapon other than a firearm	16,740	22	58,554	23	22	55
Possession, distribution, or use of alcohol or drugs, including tobacco	20,960	27	170,464	18	20	62
Physical attacks or fights	30,160	39	330,696	15	19	66

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 18a.—Standard errors of the number and percent of schools in which specified disciplinary actions were taken against students, total number of actions taken, and percent of specific disciplinary actions taken against students, by type of infraction: 1996-97

Infraction	Total number of schools taking one or more of these specified actions	Percent of schools taking one or more of these specified actions	Total number of these specified actions taken	Percent distribution of actions taken		
				Expulsions	Transfers to alternative schools or programs	Out-of-school suspensions lasting 5 or more days
Possession or use of a firearm	480.6	0.6	3,778.2	5.4	6.3	6.5
Possession or use of a weapon other than a firearm	969.1	1.3	3,781.8	1.7	1.7	2.4
Possession, distribution, or use of alcohol or drugs, including tobacco	782.7	1.0	8,734.6	1.5	2.0	2.0
Physical attacks or fights	1,081.4	1.4	15,964.2	1.5	2.1	2.6

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 19.—Percent of public schools reporting that they have a zero tolerance policy for various specified student offenses, by school characteristics: 1996-97

School characteristic	Types of offenses					
	Violence	Firearms	Weapons, other than firearms	Alcohol	Drugs	Tobacco
All public schools	79	94	91	87	88	79
Instructional level						
Elementary school	79	93	91	87	88	82
Middle school	75	95	90	86	90	77
High school	80	96	92	86	89	72
Size of enrollment						
Less than 300	76	93	89	84	84	76
300-999	79	94	91	88	89	82
1,000 or more	86	98	93	85	92	72
Locale						
City	87	97	95	89	91	83
Urban fringe	82	95	90	88	90	80
Town	71	90	86	82	83	77
Rural	76	94	92	88	89	78
Region						
Northeast	78	89	90	83	84	79
Southeast	83	95	89	90	92	80
Central	72	93	88	82	83	75
West	83	97	95	91	93	83
Percent minority enrollment						
Less than 5 percent	71	92	88	82	83	75
5 to 19 percent	79	94	92	89	90	80
20 to 49 percent	83	95	90	87	89	79
50 percent or more	85	97	94	90	92	83
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	76	92	88	86	87	77
20 to 34 percent	77	94	90	87	88	82
35 to 49 percent	79	97	95	89	92	81
70 to 74 percent	80	95	90	85	88	79
75 percent or more	84	95	93	87	89	81
Zero tolerance policy for violence						
Yes	100	100	99	97	97	93
No	0	73	59	49	54	30

Table 19.—Percent of public schools reporting that they have a zero tolerance policy for various specified student offenses, by school characteristics: 1996-97--continued

School characteristic	Types of offenses					
	Violence	Firearms	Weapons, other than firearms	Alcohol	Drugs	Tobacco
Principals' report on problems in school[1]						
No problems/minor problems	75	91	88	85	86	79
Moderate problems	82	97	95	88	90	81
Serious problem	81	96	89	85	89	77
Types of crimes reported[2]						
No crime	74	92	88	85	85	78
Any crime	82	96	92	88	90	80
Less serious or nonviolent crimes only	82	96	92	88	90	81
Serious violent crimes	≈5	96	94	89	91	76

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 19a.—Standard errors of the percent of public schools reporting that they have a zero tolerance policy for various specified student offenses, by school characteristics: 1996-97

School characteristic	Types of offenses					
	Violence	Firearms	Weapons, other than firearms	Alcohol	Drugs	Tobacco
All public schools	1.6	1.0	1.2	1.2	1.1	1.5
Instructional level						
Elementary school	2.4	1.6	1.8	1.8	1.8	2.1
Middle school	2.3	1.4	1.7	2.0	1.8	2.3
High school	2.0	1.1	1.5	2.2	1.9	2.4
Size of enrollment						
Less than 300	3.8	2.7	3.1	3.6	3.6	3.8
300-999	1.8	1.0	1.2	1.2	1.2	1.5
1,000 or more	2.4	0.7	1.8	2.3	1.7	2.8
Locale						
City	2.5	1.4	1.6	2.2	2.1	2.3
Urban fringe	2.7	1.5	2.2	2.4	2.2	2.6
Town	3.2	2.4	2.5	2.7	2.7	3.1
Rural	3.5	2.0	2.3	2.4	2.3	2.9
Region						
Northeast	3.6	2.5	2.4	2.9	2.9	3.6
Southeast	2.6	1.3	2.1	1.5	1.4	2.7
Central	3.4	2.1	2.8	3.0	3.0	3.3
West	2.3	1.3	1.5	1.9	1.8	2.0
Percent minority enrollment						
Less than 5 percent	3.4	2.7	2.9	2.9	2.9	3.2
5 to 19 percent	3.9	1.8	2.2	2.6	2.6	2.9
20 to 49 percent	2.4	1.8	2.2	2.2	2.2	2.5
50 percent or more	2.2	1.2	1.4	1.9	1.9	2.1
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	3.4	2.2	2.6	2.6	2.7	3.0
20 to 34 percent	3.7	2.7	2.9	3.1	3.0	3.2
35 to 49 percent	4.2	1.8	1.9	2.8	2.8	3.2
50 to 74 percent	3.2	1.8	2.3	3.1	2.8	3.2
75 percent or more	3.6	2.2	2.4	3.2	3.2	3.4
Zero tolerance policy for violence						
Yes	--	--	0.3	0.8	0.7	0.9
No	--	4.1	4.4	4.1	4.1	4.1
Principals' report on discipline problems in school						
No problems/minor problems	2.9	2.3	2.5	2.3	2.4	2.7
Moderate problems	2.2	0.8	1.0	1.6	1.5	1.9
Serious problems	2.7	1.1	2.4	2.6	2.2	3.0
Types of crimes reported						
No crime	3.1	2.1	2.6	2.6	2.5	2.9
Any crime	1.4	0.8	0.9	1.2	1.1	1.6
Less serious or nonviolent crimes only	1.7	1.0	1.1	1.4	1.3	1.8
Serious violent crimes	2.6	1.7	1.8	2.1	2.1	2.9

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 20.—Percent of public schools with policy to report crimes to the public, by school characteristics: 1996-97

School characteristic	Policy to report serious crimes to the public
All public schools	39
Instructional level	
Elementary school	42
Middle school	35
High school	33
Size of enrollment	
Less than 300	49
300-999	35
1,000 or more	40
Locale	
City	43
Urban fringe	40
Town	34
Rural	40
Region	
Northeast	36
Southeast	42
Central	38
West	41
Percent minority enrollment	
Less than 5 percent	35
5 to 19 percent	41
20 to 49 percent	40
50 percent or more	43
Percent of students eligible for free or reduced-price school lunch	
Less than 20 percent	40
20 to 34 percent	34
35 to 49 percent	33
50 to 74 percent	44
75 percent or more	44
Zero tolerance policy for violence	
Yes	42
No	30

Table 20.—Percent of public schools with policy to report crimes to the public, by school characteristics: 1996-97--continued

School characteristic	Policy to report serious crimes to the public
Principals' report on discipline problems in school[1]	
No problems/minor problems	43
Moderate problems	37
Serious problems	35
Types of crimes reported[2]	
No crime	46
Any crime	34
Less serious or nonviolent crimes only	34
Serious violent crimes	34

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 20a.—Standard errors of the percent of public schools with policy to report crimes to the public, by school characteristics: 1996-97

Seriousness and type of problem	Policy to report serious crimes to the public
All public schools	1.9
Instructional level	
Elementary school	2.9
Middle school	2.5
High school	2.5
Size of enrollment	
Less than 300	5.0
300-999	2.1
1,000 or more	3.4
Locale	
City	4.0
Urban fringe	3.4
Town	3.6
Rural	3.2
Region	
Northeast	4.2
Southeast	4.1
Central	3.5
West	3.8
Percent minority enrollment	
Less than 5 percent	3.3
5 to 19 percent	3.2
20 to 49 percent	4.1
50 percent or more	3.2
Percent of students eligible for free or reduced-price school lunch	
Less than 20 percent	3.2
20 to 34 percent	3.7
35 to 49 percent	4.2
50 to 74 percent	4.3
75 percent or more	5.0
Zero tolerance policy for violence	
Yes	2.0
No	3.8
Principals' report on discipline problems in school	
No problems/minor problems	3.2
Moderate problems	2.5
Serious problems	4.3
Types of crimes reported	
No crime	3.2
Any crime	1.8
Less serious or nonviolent crimes only	2.2
Serious violent crimes	3.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 21.—Percent of public schools reporting that students were required to wear school uniforms, by school characteristics: 1996-97

School characteristic	Uniforms required
All public schools	3
Instructional level	
Elementary school	4
Middle school	4
High school	(+)
Size of enrollment	
Less than 300	0
300-999	4
1,000 or more	8
Locale	
City	9
Urban fringe	6
Town	(+)
Rural	(+)
Region	
Northeast	1
Southeast	4
Central	2
West	6
Percent minority enrollment	
Less than 5 percent	(+)
5 to 19 percent	0
20 to 49 percent	2
50 percent or more	13
Percent of students eligible for free or reduced-price school lunch	
Less than 20 percent	(+)
20 to 34 percent	1
35 to 49 percent	2
50 to 74 percent	5
75 percent or more	11
Zero tolerance policy for violence	
Yes	4
No	1

Table 21.—Percent of public schools reporting that students were required to wear school uniforms, by school characteristics: 1996-97--continued

School characteristic	Uniforms required
Principals' report on discipline problems in school[1]	
No problems/minor problems	2
Moderate problems	4
Serious problems	3
Types of crimes reported[2]	
No crime	4
Any crime	3
Less serious or nonviolent crimes only	3
Serious violent crimes	5

(‡) Less than 0.5 percent.

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 21a.—Standard errors of the percent of public schools reporting that students were required to wear school uniforms, by school characteristics: 1996-97

School characteristic	Uniforms required
All public schools	0.6
Instructional level	
Elementary school	0.9
Middle school	0.8
High school	--
Size of enrollment	
Less than 300	--
300-999	0.9
1,000 or more	2.2
Locale	
City	1.9
Urban fringe	1.8
Town	--
Rural	--
Region	
Northeast	0.9
Southeast	1.4
Central	1.0
West	1.4
Percent minority enrollment	
Less than 5 percent	--
5 to 19 percent	--
20 to 49 percent	1.0
50 percent or more	2.3
Percent of students eligible for free or reduced-price school lunch	
Less than 20 percent	--
20 to 34 percent	0.7
35 to 49 percent	1.2
50 to 74 percent	1.6
75 percent or more	2.6
Zero tolerance policy for violence	
Yes	0.7
No	0.9
Principals' report on discipline problems in school	
No problems/minor problems	0.8
Moderate problems	1.2
Serious problems	1.3
Types of crimes reported	
No crime	1.0
Any crime	0.6
Less serious or nonviolent crimes only	0.8
Serious violent crimes	1.2

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 22.—Percent of public schools reporting various types of security measures at the schools, by school characteristics: 1996-97

School characteristic	Visitors must sign in	Closed campus for most students during lunch	Controlled access to school buildings	Controlled access to school grounds	One or more drug sweeps	Random metal detector check on students	Students must pass through metal detectors each day
All public schools	96	80	53	24	19	4	1
Instructional level							
Elementary school	96	76	57	25	5	1	(+)
Middle school	96	93	51	22	36	7	1
High school	97	78	40	25	45	9	2
Size of enrollment							
Less than 300	91	67	40	16	22	(+)	1
300-999	98	84	57	24	15	4	1
1,000 or more	99	82	55	49	34	15	3
Locale							
City	100	81	62	35	12	8	2
Urban fringe	98	85	68	31	13	3	(+)
Town	96	77	49	20	23	2	1
Rural	92	75	33	13	27	2	(+)
Region							
Northeast	98	83	70	30	6	1	(+)
Southeast	99	86	52	28	24	9	1
Central	95	76	48	12	17	1	1
West	94	76	46	31	25	4	1
Percent minority enrollment							
Less than 5 percent	94	77	42	14	17	(+)	0
5 to 19 percent	97	81	55	22	23	1	(+)
20 to 49 percent	98	77	55	27	18	6	(+)
50 percent or more	97	84	63	38	18	9	4
Percent of students eligible for free or reduced-price school lunch							
Less than 20 percent	94	74	50	18	17	1	0
20 to 34 percent	99	77	51	19	20	3	(+)
35 to 49 percent	96	80	49	25	22	5	(+)
50 to 74 percent	95	85	57	27	22	4	1
75 percent or more	97	83	58	37	13	8	5
Zero tolerance policy for violence							
Yes	96	80	54	25	20	4	1
No	95	78	46	21	15	4	1

Table 22.—Percent of public schools reporting various types of security measures at the schools, by school characteristics: 1996-97--continued

School characteristic	Visitors must sign in	Closed campus for most students during lunch	Controlled access to school buildings	Controlled access to school grounds	One or more drug sweeps	Random metal detector check on students	Students must pass through metal detectors each day
Principals' report on discipline problems in school[1]							
No problems/minor problems	94	75	48	18	9	2	(+)
Moderate problems	97	86	58	29	22	5	1
Serious problems	98	75	50	28	38	7	3
Types of crimes reported[2]							
No crime	95	74	53	24	10	1	(+)
Any crime	97	84	52	25	25	6	2
Less serious or nonviolent crimes only	96	85	50	24	24	4	1
Serious violent crimes	100	80	59	31	33	15	4

(+) Less than 0.5 percent.

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that the police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 22a.—Standard errors of the percent of public schools reporting various types of security measures at the schools, by school characteristics: 1996-97

School characteristic	Visitors must sign in	Closed campus for most students during lunch	Controlled access to school buildings	Controlled access to school grounds	One or more drug sweeps	Random metal detector check on students	Students must pass through metal detectors each day
All public schools	0.9	1.7	1.9	1.5	1.1	0.4	0.3
Instructional level							
Elementary school	1.4	2.5	2.8	2.3	1.3	0.5	--
Middle school	1.2	1.7	2.7	1.9	2.4	1.0	0.4
High school	1.0	2.2	2.3	2.0	3.2	1.1	0.7
Size of enrollment							
Less than 300	3.0	3.9	3.7	3.2	3.2	--	0.4
300-999	0.6	1.8	2.4	2.1	1.1	0.6	0.4
1,000 or more	0.5	2.5	3.3	3.3	2.8	1.9	0.9
Locale							
City	--	2.9	3.2	3.7	1.0	1.0	0.5
Urban fringe	1.2	2.8	3.6	3.6	1.5	0.8	--
Town	1.5	3.6	3.7	2.7	2.8	0.8	0.8
Rural	2.4	3.4	3.8	2.8	3.0	1.0	--
Region							
Northeast	1.2	4.0	3.9	3.9	1.2	0.5	--
Southeast	0.9	2.8	3.9	2.8	2.4	1.4	0.7
Central	1.5	3.3	3.2	2.6	2.4	0.3	0.3
West	1.8	3.9	3.8	2.9	2.4	0.9	0.7
Percent minority enrollment							
Less than 5 percent	2.3	3.3	3.6	2.6	2.4	--	--
5 to 19 percent	1.1	3.2	3.9	3.0	2.6	0.7	--
20 to 49 percent	0.9	3.9	4.0	3.2	2.5	1.2	--
50 percent or more	1.6	3.2	4.1	3.8	2.1	1.3	1.2
Percent of students eligible for free or reduced-price school lunch							
Less than 20 percent	2.4	3.5	3.6	2.7	2.2	0.5	--
20 to 34 percent	0.5	3.6	4.6	3.5	3.0	0.8	--
35 to 49 percent	2.1	3.2	5.0	3.0	3.0	1.3	--
50 to 74 percent	1.9	4.0	4.4	3.9	2.9	0.8	0.4
75 percent or more	1.7	4.5	5.1	5.0	2.2	1.6	1.5
Zero tolerance policy for violence							
Yes	0.8	2.0	2.0	1.8	1.3	0.4	0.3
No	1.9	3.6	4.5	3.3	1.8	1.0	0.8
Principals' report on discipline problems in school							
No problems/minor problems	2.0	2.8	3.0	2.4	1.5	0.6	--
Moderate problems	0.8	2.2	3.0	2.3	1.7	0.7	0.6
Serious problems	0.8	3.6	3.4	3.3	3.1	1.1	0.9
Types of crimes reported							
No crime	1.9	3.1	3.0	2.7	1.6	0.5	--
Any crime	0.8	2.1	2.7	1.8	1.8	0.7	0.4
Less serious or nonviolent crimes only	1.0	2.3	2.9	2.1	1.9	0.7	0.5
Serious violent crimes	--	3.9	4.2	3.7	4.2	2.2	1.3

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 23.—Percent of public schools reporting various levels of police or other law enforcement presence during a typical week, by school characteristics: 1996-97

School characteristic	Police or other law enforcement representatives:				
	Stationed at the school			Not stationed during a typical week, but available as needed	None stationed at school during 1996-97
	30 hours or more	10 to 29 hours	1 to 9 hours		
All public schools	6	1	3	12	78
Instructional level					
Elementary school	1	1	1	8	89
Middle school	10	3	5	17	65
High school	19	2	6	18	54
Size of enrollment					
Less than 300	1	(+)	1	9	89
300-999	4	1	3	12	80
1,000 or more	39	5	7	15	34
Locale					
City	13	4	3	11	69
Urban fringe	7	1	2	11	80
Town	5	1	4	11	78
Rural	1	(+)	2	14	83
Region					
Northeast	6	(+)	2	11	81
Southeast	9	2	2	11	77
Central	4	2	3	11	81
West	7	1	4	14	74
Percent minority enrollment					
Less than 5 percent	1	1	3	10	85
5 to 19 percent	6	1	3	10	80
20 to 49 percent	7	1	2	13	77
50 percent or more	13	3	3	14	67
Percent of students eligible for free or reduced-price school lunch					
Less than 20 percent	5	1	4	10	79
20 to 34 percent	7	1	2	10	80
35 to 49 percent	5	(+)	3	12	80
50 to 74 percent	6	2	1	13	78
75 percent or more	8	2	4	14	72
Zero tolerance policy for violence					
Yes	7	1	3	13	76
No	4	1	3	7	85

Table 23.—Percent of public schools reporting various levels of police or other law enforcement presence during a typical week, by school characteristics: 1996-97--continued

School characteristic	Police or other law enforcement representatives:				
	Stationed at the school			Not stationed during a typical week, but available as needed	None stationed at school during 1996-97
	30 hours or more	10 to 29 hours	1 to 9 hours		
Principals' report on discipline problems in school[1]					
No problems/minor problems	2	(+)	1	7	89
Moderate problems	7	2	4	14	73
Serious problem	15	3	5	18	59
Types of crimes reported[2]					
No crime	2	1	1	6	90
Any crime	10	2	4	16	68
Less serious or nonviolent crimes only	7	2	4	16	72
Serious violent crimes	23	3	8	16	50

(+) Less than 0.5 percent.

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 23a.—Standard errors of the percent of public schools reporting various levels of police or other law enforcement presence during a typical week, by school characteristics: 1996-97

School characteristic	Police or other law enforcement representatives:				
	Stationed at the school			Not stationed during a typical week, but available as needed	None stationed at school during 1996-97
	30 hours or more	10 to 29 hours	1 to 9 hours		
All public schools	0.4	0.3	0.4	1.0	1.1
Instructional level					
Elementary school	0.5	0.4	0.6	1.4	1.5
Middle school	1.3	0.8	1.1	1.9	2.4
High school	1.6	0.7	1.0	2.1	2.9
Size of enrollment					
Less than 300	0.4	--	0.5	2.4	2.8
300-999	0.6	0.4	0.6	1.2	1.3
1,000 or more	2.6	1.4	1.2	2.0	3.2
Locale					
City	1.4	1.2	0.8	2.9	3.1
Urban fringe	1.0	0.2	0.6	1.9	2.2
Town	0.9	0.5	1.1	1.6	1.9
Rural	0.5	--	0.8	2.3	2.5
Region					
Northeast	1.6	--	0.9	2.0	2.5
Southeast	1.1	0.8	0.8	2.1	2.5
Central	0.8	0.8	0.8	1.9	2.1
West	0.9	0.5	0.8	2.1	2.6
Percent minority enrollment					
Less than 5 percent	0.3	0.3	0.8	1.7	1.8
5 to 19 percent	0.9	0.3	0.8	1.8	2.3
20 to 49 percent	0.9	0.4	0.8	2.7	3.2
50 percent or more	1.7	1.3	0.9	2.6	3.1
Percent of students eligible for free or reduced-price school lunch					
Less than 20 percent	0.8	0.5	1.0	1.8	2.2
20 to 34 percent	1.0	0.5	0.7	1.9	2.3
35 to 49 percent	1.2	--	1.1	2.9	3.3
50 to 74 percent	1.2	0.9	0.4	2.6	3.2
75 percent or more	2.0	1.3	1.4	3.7	4.4
Zero tolerance policy for violence					
Yes	0.6	0.4	0.5	1.3	1.5
No	0.6	0.6	0.9	1.6	2.3
Principals' report on discipline problems in school					
No problems/minor problems	0.6	--	0.5	1.1	1.5
Moderate problems	1.0	0.6	0.7	2.2	2.2
Serious problems	2.0	1.1	1.4	2.4	3.2
Types of crimes reported					
No crime	0.7	0.4	0.4	1.2	1.4
Any crime	0.7	0.5	0.5	1.5	1.5
Less serious or nonviolent crimes only	0.7	0.5	0.6	1.8	1.8
Serious violent crimes	2.3	1.1	1.8	2.8	3.8

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 24.—Percent of public schools with various degrees of security measures, by school characteristics: 1996-97

School characteristic	Degree of security measures[1]			
	No security	Low security	Moderate security	Stringent security
All public schools	3	84	11	2
Instructional level				
Elementary school	4	92	4	0
Middle school	2	75	20	3
High school	1	68	26	5
Size of enrollment				
Less than 300	8	90	2	0
300-999	2	87	10	1
1,000 or more	0	46	43	11
Locale				
City	(+)	77	19	4
Urban fringe	1	89	9	1
Town	3	84	12	(+)
Rural	8	86	6	0
Region				
Northeast	(+)	91	8	1
Southeast	2	80	16	3
Central	4	87	8	1
West	5	80	14	2
Percent minority enrollment				
Less than 5 percent	6	89	4	0
5 to 19 percent	2	88	10	(+)
20 to 49 percent	1	84	14	1
50 percent or more	3	74	19	5
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	5	84	10	1
20 to 34 percent	1	88	10	1
35 to 49 percent	3	85	11	1
50 to 74 percent	4	85	10	1
75 percent or more	3	78	16	3
Zero tolerance policy for violence				
Yes	3	84	12	2
No	3	85	11	1

Table 24.—Percent of public schools with various degrees of security measures, by school characteristics: 1996-97--continued

School characteristic	Degree of security measures[1]			
	No security	Low security	Moderate security	Stringent security
Principals' report on discipline problems in school[2]				
No problems/minor problems	6	89	5	(+)
Moderate problems	1	83	14	2
Serious problems	1	73	21	5
Types of crimes reported[3]				
No crime	4	91	5	0
Any crime	3	78	16	3
Less serious or nonviolent crimes only	3	82	13	1
Serious violent crimes	0	61	31	8

(+) Less than 0.5 percent.

[1]Security measures were considered stringent if a full-time (i.e., 30 hours or more) guard was present and students must pass through a metal detector daily or were subject to random checks with metal detectors. Moderate security measures were defined as either a full-time guard with no metal detectors and no restricted access to school, or a part-time guard with or without metal detectors and restricted access to the school. Schools with no regular guard, but metal detectors were also considered to have moderate security measures. Schools with low security measures were those with no guards, no metal detectors, but restricted access. No security measures were schools with no guards, no metal detectors, and no restricted access to the school.

[2]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[3]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 24a.—Standard errors of the percent of public schools with various degrees of security measures, by school characteristics: 1996-97

School characteristic	Degree of security measures			
	No security	Low security	Moderate security	Stringent security
All public schools	0.9	1.2	0.8	0.2
Instructional level				
Elementary school	1.4	1.7	1.2	--
Middle school	0.9	2.1	1.9	0.6
High school	0.8	2.4	2.2	0.7
Size of enrollment				
Less than 300	3.0	3.1	0.7	--
300-999	0.6	1.3	1.2	0.2
1,000 or more	--	3.3	3.3	1.6
Locale				
City	--	2.2	2.3	0.5
Urban fringe	0.7	1.5	1.1	0.4
Town	1.5	2.1	1.6	--
Rural	2.5	2.9	1.3	--
Region				
Northeast	0.2	1.9	1.8	0.4
Southeast	1.2	2.4	2.2	0.6
Central	1.5	2.2	1.6	0.2
West	1.8	2.2	1.5	0.3
Percent minority enrollment				
Less than 5 percent	2.4	2.5	0.8	0.2
5 to 19 percent	1.0	1.8	1.4	--
20 to 49 percent	0.8	1.7	1.8	0.3
50 percent or more	1.5	3.2	3.1	0.6
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	2.4	2.6	1.5	0.3
20 to 34 percent	0.4	1.5	1.4	0.4
35 to 49 percent	1.8	2.7	1.9	0.4
50 to 74 percent	1.9	2.5	1.6	0.4
75 percent or more	1.7	4.3	3.9	0.7
Zero tolerance policy for violence				
Yes	0.9	1.3	1.0	0.2
No	1.8	2.3	1.6	0.3
Principals' report on discipline problems in school				
No problems/minor problems	2.0	2.2	1.1	--
Moderate problems	0.6	1.6	1.7	0.2
Serious problems	0.7	2.3	2.2	0.8
Types of crimes reported				
No crime	1.9	2.1	1.0	--
Any crime	0.8	1.4	1.3	0.3
Less serious or nonviolent crimes only	1.0	1.7	1.5	0.3
Serious violent crimes	--	3.4	3.5	1.4

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 25.—Percent of public schools with formal school violence prevention or reduction programs or efforts, by school characteristics: 1996-97

School characteristic	Percent of schools with any programs	Percent of schools with only 1-day programs	Percent of schools with only ongoing programs	Percent of schools with both 1-day and ongoing programs
All public schools	78	11	24	43
Instructional level				
Elementary school	78	9	28	42
Middle school	82	7	19	56
High school	74	20	15	38
Size of enrollment				
Less than 300	68	14	20	34
300-999	81	10	26	45
1,000 or more	84	8	17	59
Locale				
City	87	5	25	57
Urban fringe	82	5	30	47
Town	72	11	22	38
Rural	73	21	18	35
Region				
Northeast	75	8	27	40
Southeast	84	13	28	44
Central	76	9	21	46
West	77	14	20	43
Percent minority enrollment				
Less than 5 percent	67	11	20	36
5 to 19 percent	78	10	24	44
20 to 49 percent	86	12	30	44
50 percent or more	84	10	22	52
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	73	8	22	43
20 to 34 percent	75	6	24	44
35 to 49 percent	81	15	27	40
50 to 74 percent	80	16	20	44
75 percent or more	85	12	26	47
Zero tolerance policy for violence				
Yes	81	11	24	45
No	69	11	21	37

Table 25.—Percent of public schools with formal school violence prevention or reduction programs or efforts, by school characteristics: 1996-97--continued

School characteristic	Percent of schools with any programs	Percent of schools with only 1-day programs	Percent of schools with only ongoing programs	Percent of schools with both 1-day and ongoing programs
Principals' report on discipline problems in school[1]				
No problems/minor problems	73	11	25	38
Moderate problems	81	11	24	46
Serious problems	83	13	16	53
Types of crimes reported[2]				
No crime	74	10	24	39
Any crime	82	11	23	47
Less serious or nonviolent crimes	79	12	24	43
Serious violent crimes	93	8	19	66

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Details may not add to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 25a.—Standard errors of the percent of public schools with formal school violence prevention or reduction programs or efforts, by school characteristics: 1996-97

School characteristic	Percent of schools with any programs	Percent of schools with only 1-day programs	Percent of schools with only ongoing programs	Percent of schools with both 1-day and ongoing programs
All public schools	1.5	1.2	1.6	1.4
Instructional level				
Elementary school	2.3	1.6	2.5	2.5
Middle school	2.0	1.5	1.9	2.8
High school	2.2	2.4	1.8	2.1
Size of enrollment				
Less than 300	4.2	3.0	4.0	4.0
300-999	1.6	1.2	1.9	1.8
1,000 or more	2.8	1.5	2.5	3.7
Locale				
City	2.6	1.4	3.3	3.6
Urban fringe	3.0	1.3	3.1	3.3
Town	3.5	2.3	3.1	3.1
Rural	3.2	3.2	2.9	3.3
Region				
Northeast	4.4	2.3	4.0	4.1
Southeast	2.5	2.8	3.4	3.7
Central	3.3	1.7	2.7	3.6
West	2.8	2.3	2.5	2.8
Percent minority enrollment				
Less than 5 percent	3.7	2.0	2.8	3.6
5 to 19 percent	3.5	1.9	2.5	3.1
20 to 49 percent	2.7	2.6	3.7	3.7
50 percent or more	2.7	2.5	3.0	3.4
Percent of students eligible for free or reduced-price school lunch				
Less than 20 percent	3.0	1.5	2.9	3.4
20 to 34 percent	3.0	2.0	3.7	3.9
35 to 49 percent	4.2	3.5	4.6	3.8
50 to 74 percent	3.6	3.2	3.8	3.9
75 percent or more	3.4	3.8	4.3	4.6
Zero tolerance policy for violence				
Yes	1.5	1.4	1.7	1.7
No	4.5	2.1	2.8	3.8
Principals' report on discipline problems in school				
No problems/minor problems	2.7	1.8	2.5	2.9
Moderate problems	2.1	1.6	2.5	2.3
Serious problems	2.1	2.5	2.2	3.1
Types of crimes reported				
No crime	2.7	1.9	3.0	2.9
Any crime	1.9	1.6	1.9	2.1
Less serious or nonviolent crimes only	2.3	1.9	2.3	2.3
Serious violent crimes	1.5	2.0	3.3	3.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 26.—Number of schools with violence prevention or reduction programs or efforts, and mean number of programs in schools with violence prevention or reduction programs or efforts, by school characteristics: 1996-97

School characteristic	Number of schools	Mean number of programs
All public schools	60,720	3.7
Instructional level		
Elementary school	37,700	3.7
Middle school	11,460	4.3
High school	11,550	3.2
Size of enrollment		
Less than 300	13,750	2.3
300-999	40,770	4.0
1,000 or more	6,200	5.3
Locale		
City	15,710	5.2
Urban fringe	15,520	4.0
Town	14,110	3.0
Rural	15,380	2.8
Region		
Northeast	11,350	3.8
Southeast	14,300	4.3
Central	17,160	3.0
West	17,910	3.8
Percent minority enrollment		
Less than 5 percent	16,200	2.4
5 to 19 percent	13,750	3.4
20 to 49 percent	15,340	4.0
50 percent or more	14,710	5.3
Percent of students eligible for free or reduced-price school lunch		
Less than 20 percent	13,370	3.0
20 to 34 percent	12,990	3.0
35 to 49 percent	10,530	4.3
50 to 74 percent	12,880	3.8
75 percent or more	10,600	4.8
Zero tolerance policy for violence		
Yes	49,290	3.8
No	11,400	3.3

Table 26.—Number of schools with violence prevention or reduction programs or efforts, and mean number of programs in schools with violence prevention or reduction programs or efforts, by school characteristics: 1996-97--continued

School characteristic	Number of schools	Mean number of programs
Principals' report on discipline problems in school[1]		
No problems/minor problems	24,450	3.0
Moderate problems	25,910	4.1
Serious problems	10,250	4.5
Types of crimes reported[2]		
No crime	24,860	3.4
Any crime	35,850	3.9
Less serious or nonviolent crimes only	28,540	3.4
Serious violent crimes	7,320	6.0

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Details may not add to totals because of rounding and because some classification variables were missing for some schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 26a.—Standard errors of the number of schools with violence prevention or reduction programs or efforts, and of the mean number of programs in schools with violence prevention or reduction programs or efforts, by school characteristics: 1996-97

School characteristic	Number of schools	Mean number of programs
All public schools	1,240.4	0.2
Instructional level		
Elementary school	1,141.2	0.3
Middle school	292.8	0.3
High school	411.9	0.2
Size of enrollment		
Less than 300	1,124.0	0.3
300-999	941.2	0.2
1,000 or more	273.1	0.3
Locale		
City	678.2	0.4
Urban fringe	715.3	0.4
Town	642.5	0.3
Rural	798.7	0.4
Region		
Northeast	1,073.8	0.6
Southeast	914.2	0.6
Central	1,058.5	0.2
West	980.7	0.3
Percent minority enrollment		
Less than 5 percent	1,258.0	0.3
5 to 19 percent	1,200.3	0.3
20 to 49 percent	1,106.7	0.4
50 percent or more	800.2	0.5
Percent of students eligible for free or reduced-price school lunch		
Less than 20 percent	861.7	0.3
20 to 34 percent	989.2	0.2
35 to 49 percent	830.3	0.7
50 to 74 percent	1,066.5	0.4
75 percent or more	907.2	0.6
Zero tolerance policy for violence		
Yes	1,332.8	0.2
No	1,011.3	0.5
Principals' report on discipline problems in school		
No problems/minor problems	1,308.3	0.4
Moderate problems	1,251.8	0.7
Serious problems	795.3	0.3
Types of crimes reported		
No crime	1,455.8	0.4
Any crime	1,434.7	0.2
Less serious or nonviolent crimes only	1,439.1	0.2
Serious violent crimes	579.3	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 27.—Percent of public schools with formal school violence prevention or reduction programs and the mean number of programs, by type of crime reported at the school: 1996-97

Type of crime	Percent of schools with program	Mean number of programs
All public schools	78	3.7
No crime	74	3.4
Any crime	82	3.9
Lesser crime only	79	3.4
Some serious crimes	93	6.0

NOTE: Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 27a.—Standard errors of the percent of public schools with formal school violence prevention or reduction programs and of the mean number of programs, by type of crime reported at the school: 1996-97

Type of crime	Percent of schools with program	Mean number of programs
All public schools	1.5	0.2
No crime	2.7	0.4
Any crime	1.9	0.2
Less serious or nonviolent crime only	2.3	0.2
Some serious crimes	1.5	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 28.—Percent of public schools with violence prevention programs and reporting one or more crimes to the police in 1996-97 indicating that crimes were used to modify or to introduce new violence prevention programs, by school characteristics: 1996-97

School characteristic	Number of schools with violence prevention programs that reported one or more crimes to the police in 1996-97	Percent of those schools indicating 1996-97 criminal incidents used to modify or introduce new violence prevention programs
All public schools	35,330	31
Instructional level		
Elementary school	17,410	22
Middle school	8,930	34
High school	8,990	44
Size of enrollment		
Less than 300	5,130	26
300-999	24,650	29
1,000 or more	5,550	44
Locale		
City	9,610	36
Urban fringe	9,250	28
Town	9,290	28
Rural	7,190	30
Region		
Northeast	5,890	29
Southeast	8,060	25
Central	9,230	37
West	12,150	30
Percent minority enrollment		
Less than 5 percent	8,120	31
5 to 19 percent	8,090	24
20 to 49 percent	8,650	30
50 percent or more	10,070	37
Percent of students eligible for free or reduced-price school lunch		
Less than 20 percent	7,580	30
20 to 34 percent	7,670	29
35 to 49 percent	6,250	25
50 to 74 percent	7,290	35
75 percent or more	6,290	36
Zero tolerance policy for violence		
Yes	29,690	32
No	5,620	24

Table 28.—Percent of public schools with violence prevention programs and reporting one or more crimes to the police in 1996-97 indicating that crimes were used to modify or to introduce new violence prevention programs, by school characteristics: 1996-97--continued

School characteristic	Number of schools with violence prevention programs that reported one or more crimes to the police in 1996-97	Percent of those schools indicating 1996-97 criminal incidents used to modify or introduce new violence prevention programs
Principals' report on discipline problems in school[1]		
No problems/minor problems	10,270	23
Moderate problems	16,310	30
Serious problems	8,640	42
Types of crimes reported[2]		
No crime	(--)	(--)
Any crime	35,240	31
Less serious or nonviolent crimes	28,030	27
Serious violent crimes	7,210	47

(--) Not applicable.

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Details may not add to totals because of rounding and because data for some schools were not available.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 28a.—Standard errors of the percent of public schools with violence prevention programs and reporting one or more crimes to the police in 1996-97 indicating that crimes were used to modify or to introduce new violence prevention programs, by school characteristics: 1996-97

School characteristic	Number of schools with violence prevention programs that reported one or more crimes to the police in 1996-97	Percent of schools indicating 1996-97 criminal incidents used to modify or introduce new violence prevention programs
All public schools	1,467.5	1.9
Instructional level		
Elementary school	1,323.9	3.3
Middle school	359.0	3.2
High school	440.3	2.9
Size of enrollment		
Less than 300	879.3	6.9
300-999	1,165.6	2.5
1,000 or more	271.7	3.1
Locale		
City	431.2	3.9
Urban fringe	297.6	3.3
Town	459.8	4.5
Rural	495.3	6.2
Region		
Northeast	756.8	4.6
Southeast	706.3	4.1
Central	975.0	4.1
West	868.1	3.5
Percent minority enrollment		
Less than 5 percent	829.2	4.6
5 to 19 percent	795.9	5.0
20 to 49 percent	773.8	4.3
50 percent or more	695.3	3.8
Percent of students eligible for free or reduced-price school lunch		
Less than 20 percent	570.4	4.3
20 to 34 percent	753.7	5.0
35 to 49 percent	692.2	5.2
50 to 74 percent	810.4	5.5
75 percent or more	710.2	5.4
Zero tolerance policy for violence		
Yes	1,396.6	2.2
No	630.4	4.2
Principals' report on discipline problems in school		
No problems/minor problems	179.6	4.1
Moderate problems	1,028.4	2.8
Serious problems	649.9	3.5
Types of crimes reported		
No crime	--	--
Any crime	1,463.0	1.9
Less serious or nonviolent crimes only	1,463.3	2.2
Serious violent crimes	583.5	4.4

-- Estimate of standard error is not derived because it is based on a statistic estimated at less than 0.5 percent or at 100 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 29.—Percent of public schools with formal violence prevention or reduction programs indicating that at least one of these programs included selected components: 1996-97

Component	Percent of schools indicating component included in violence prevention or reduction program
Prevention curriculum, instruction, or training for students (e.g., social skills training)	89
Behavioral programming or behavior modification for students	79
Counseling, social work, psychological, or therapeutic activity for students	87
Other activities involving individual attention for students (e.g., tutoring, mentoring)	81
Recreational, enrichment, or leisure activities for students	63
Student involvement in resolving student conduct problems (e.g., dispute or conflict resolution or mediation, student court)	64
Training, supervision, or technical assistance in classroom management for teachers	67
Review, revision, or monitoring of schoolwide discipline practices and procedures	85
Community or parent involvement in school violence prevention programs or efforts	48
Reorganization of school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students)	28

NOTE: Percents in this table are based upon the number of schools with one or more violence prevention programs--78 percent of regular public schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 29a.—Standard errors of the percent of public schools with formal violence prevention or reduction programs indicating that at least one of these programs included selected components: 1996-97

Component	Percent of schools indicating component included in violence prevention or reduction program
Prevention curriculum, instruction, or training for students (e.g., social skills training)	1.1
Behavioral programming or behavior modification for students	1.7
Counseling, social work, psychological, or therapeutic activity for students	1.6
Other activities involving individual attention for students (e.g., tutoring, mentoring)	1.8
Recreational, enrichment, or leisure activities for students	1.7
Student involvement in resolving student conduct problems (e.g., dispute or conflict resolution or mediation, student court)	1.9
Training, supervision, or technical assistance in classroom management for teachers	2.0
Review, revision, or monitoring of schoolwide discipline practices and procedures	1.4
Community or parent involvement in school violence prevention programs or efforts	1.9
Reorganization of school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students)	1.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 30.—Percent of public schools with violence prevention programs indicating the proportion of their students participating in school violence prevention or reduction programs that directly serve students, by school characteristics: 1996-97

School characteristic	Students participate in violence prevention or reduction programs					
	All or almost all	Most	About half	Some	Few	None
All public schools	50	10	8	14	13	4
Instructional level						
Elementary school	56	10	7	10	12	4
Middle school	53	11	9	17	10	1
High school	25	10	10	26	22	7
Size of enrollment						
Less than 300	46	10	10	12	17	5
300-999	53	10	7	14	12	4
1,000 or more	36	15	11	23	13	2
Locale						
City	53	15	9	15	6	2
Urban fringe	53	8	10	13	10	5
Town	50	8	6	16	15	5
Rural	43	10	7	12	23	5
Region						
Northeast	44	8	8	18	17	5
Southeast	52	9	3	15	14	7
Central	48	10	9	14	14	5
West	53	13	11	12	10	1
Percent minority enrollment						
Less than 5 percent	47	7	8	15	18	5
5 to 19 percent	43	13	4	16	15	8
20 to 49 percent	56	10	10	12	10	2
50 percent or more	51	12	11	14	10	2
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	42	8	8	17	17	7
20 to 34 percent	47	12	7	15	17	2
35 to 49 percent	61	6	4	12	11	5
50 to 74 percent	48	13	9	14	13	3
75 percent or more	53	11	15	12	6	3
Zero tolerance policy for violence						
Yes	49	11	8	13	14	5
No	51	7	9	18	12	2

Table 30.—Percent of public schools with violence prevention programs indicating the proportion of their students participating in school violence prevention or reduction programs that directly serve students, by school characteristics: 1996-97--continued

School characteristic	Students participate in violence prevention or reduction programs					
	All or almost all	Most	About half	Some	Few	None
Principals' report on discipline problems in school[1]						
No problems/minor problems	54	9	7	11	13	6
Moderate problems	49	12	9	18	11	2
Serious problems	41	9	10	15	21	4
Types of crimes reported[2]						
No crime	54	10	10	11	11	5
Any crime	47	11	7	17	15	4
Less serious or nonviolent crimes	46	11	7	16	16	4
Serious violent crimes	49	10	7	21	11	2

[1]Discipline problems included student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Percents in this table are based upon the number of schools with one or more violence prevention programs--78 percent of regular public schools. Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 30a.—Standard errors of the percent of public schools with violence prevention programs indicating the proportion of their students participating in school violence prevention or reduction programs that directly serve students, by school characteristics: 1996-97

School characteristic	Students participate in violence prevention or reduction programs					
	All or almost all	Most	About half	Some	Few	None
All public schools	1.8	1.2	1.1	1.2	1.3	0.8
Instructional level						
Elementary school	2.9	1.7	1.5	1.7	1.9	1.1
Middle school	2.6	1.4	1.7	2.0	2.0	0.8
High school	2.7	1.8	2.1	3.1	2.6	1.9
Size of enrollment						
Less than 300	5.5	4.0	3.4	3.2	4.0	1.8
300-999	2.2	1.4	1.0	1.3	1.5	1.0
1,000 or more	3.4	2.4	2.6	2.9	2.1	1.0
Locale						
City	3.5	2.8	2.2	3.0	1.5	1.2
Urban fringe	3.5	2.2	2.5	2.6	2.1	1.7
Town	3.5	2.4	1.4	2.6	3.0	1.9
Rural	4.2	2.9	2.2	2.8	3.5	1.7
Region						
Northeast	4.7	2.5	3.0	3.2	4.0	2.4
Southeast	3.9	2.4	1.1	2.8	2.9	2.0
Central	3.9	2.8	2.6	2.5	2.6	1.8
West	3.4	2.3	2.2	1.8	2.4	0.7
Percent minority enrollment						
Less than 5 percent	4.4	2.4	2.3	2.4	3.3	2.1
5 to 19 percent	4.2	2.7	1.4	3.3	2.8	2.4
20 to 49 percent	4.0	2.5	2.5	2.3	2.2	1.2
50 percent or more	4.2	2.5	2.5	2.5	2.3	1.1
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	3.9	2.1	2.2	2.8	2.9	2.0
20 to 34 percent	4.5	3.6	1.8	2.9	3.3	1.2
35 to 49 percent	4.6	2.0	1.8	2.7	2.9	2.3
50 to 74 percent	4.5	2.8	2.4	3.0	3.2	1.8
75 percent or more	5.1	3.2	3.9	3.0	2.2	1.7
Zero tolerance policy for violence						
Yes	2.0	1.4	1.2	1.4	1.5	1.0
No	4.4	1.8	3.1	3.3	3.0	0.9
Principals' report on discipline problems in school						
No problems/minor problems	3.7	2.1	1.8	2.0	2.4	1.7
Moderate problems	2.6	1.9	1.8	2.1	1.8	0.9
Serious problems	3.6	2.1	2.3	3.0	3.0	1.7
Types of crimes reported						
No crime	3.6	2.3	2.4	1.7	2.4	1.5
Any crime	2.1	1.3	1.0	1.9	1.3	1.0
Less serious or nonviolent crimes only	2.4	1.6	1.2	2.0	1.6	1.2
Serious violent crimes	3.9	1.9	1.4	3.2	2.1	1.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 31.—Percent of public schools with violence prevention programs indicating the proportion of teachers and staff in the school who were substantially involved in school violence efforts or programs, by school characteristics: 1996-97

School characteristic	Teachers and staff substantially involved in school violence efforts or programs					
	All or almost all	Most	About half	Some	Few	None
All public schools	44	12	8	15	18	3
Instructional level						
Elementary school	51	13	8	10	16	3
Middle school	40	12	8	21	18	2
High school	26	9	7	25	27	7
Size of enrollment						
Less than 300	43	17	6	15	16	3
300-999	46	10	9	14	18	4
1,000 or more	32	12	7	23	25	1
Locale						
City	48	17	8	13	13	1
Urban fringe	48	10	8	15	17	3
Town	39	10	5	18	23	4
Rural	40	10	10	13	22	5
Region						
Northeast	37	9	11	18	23	2
Southeast	50	6	5	13	19	8
Central	41	18	6	13	19	3
West	46	12	10	16	15	1
Percent minority enrollment						
Less than 5 percent	40	11	8	13	23	4
5 to 19 percent	44	9	6	15	23	3
20 to 49 percent	45	12	6	17	15	4
50 percent or more	48	13	9	14	13	2
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	39	14	6	13	25	3
20 to 34 percent	40	11	11	15	21	3
35 to 49 percent	47	6	8	13	20	6
50 to 74 percent	43	14	6	18	17	1
75 percent or more	53	13	9	14	7	4
Zero tolerance policy for violence						
Yes	46	11	8	14	17	3
No	37	15	5	17	24	3

Table 31.—Percent of public schools with violence prevention programs indicating the proportion of teachers and staff in the school who were substantially involved in school violence efforts or programs, by school characteristics: 1996-97--continued

School characteristic	Teachers and staff substantially involved in school violence efforts or programs					
	All or almost all	Most	About half	Some	Few	None
Principals' report on discipline problems in school[1]						
No problems/minor problems	49	11	5	13	18	4
Moderate problems	42	13	9	16	18	2
Serious problems	35	10	10	18	22	5
Types of crimes reported[2]						
No crime	46	13	9	13	17	3
Any crime	43	11	7	16	20	3
Less serious or nonviolent crimes	43	12	7	15	20	3
Serious violent crimes	41	9	8	22	17	4

[1]Discipline problems included: student tardiness, student absenteeism, physical conflicts among students, robbery or theft of items over $10, vandalism of school property, student alcohol use, student drug use, sale of drugs on school grounds, student tobacco use, student possession of weapons, trespassing, verbal abuse of teachers, physical abuse of teachers, teacher absenteeism, teacher alcohol or drug use, racial tensions, and gangs. Serious problems means the respondent indicated at least 1 of 17 different discipline issues was a serious problem. Moderate problems means the respondent indicated at least one discipline issue was a moderate problem and there were no serious problems. No problems/minor problems means the respondent indicated all discipline issues were either no problem or a minor problem.

[2]Serious violent crime means that at least one of the following crimes occurred at the school and police were contacted: murder, rape or other type of sexual battery, suicide, physical attack or fight with a weapon, or robbery. Less serious or nonviolent crime means that no serious violent crimes occurred and at least one of the following occurred at the school for which police were contacted: physical attack or fight without a weapon, theft/larceny, or vandalism. No incidents reported means that the school reported that police were not contacted for any of the specified crimes. Specified crimes may have occurred but police were not contacted, or other, nonspecified crimes may have occurred at the school.

NOTE: Percents in this table are based upon the number of schools with one or more violence prevention programs--78 percent of regular public schools. Percents may not add to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 31a.—Standard errors of the percent of public schools with violence prevention programs indicating the proportion of teachers and staff in the school who were substantially involved in school violence efforts or programs, by school characteristics: 1996-97

School characteristic	Teachers and staff substantially involved in school violence efforts or programs					
	All or almost all	Most	About half	Some	Few	None
All public schools	1.7	1.3	1.1	1.3	1.2	0.7
Instructional level						
Elementary school	2.7	2.0	1.6	1.8	1.7	1.0
Middle school	2.7	1.6	1.6	2.3	2.5	0.9
High school	2.9	1.9	1.3	2.7	2.5	1.6
Size of enrollment						
Less than 300	5.3	4.3	2.6	3.4	3.6	1.3
300-999	2.2	1.6	1.3	1.3	1.6	1.0
1,000 or more	3.4	2.2	1.7	2.6	2.9	0.7
Locale						
City	4.2	3.5	2.1	2.8	2.6	1.0
Urban fringe	3.8	3.0	2.1	2.6	2.5	1.1
Town	3.8	2.6	1.5	2.8	3.4	1.7
Rural	4.6	3.2	2.7	2.8	3.5	1.7
Region						
Northeast	4.8	2.4	3.2	3.5	4.1	1.4
Southeast	3.2	1.7	1.8	2.7	2.8	2.3
Central	4.2	3.2	1.9	2.7	3.1	1.1
West	3.5	2.2	2.5	2.3	2.2	0.6
Percent minority enrollment						
Less than 5 percent	4.4	2.9	2.6	2.9	3.2	1.4
5 to 19 percent	4.6	2.2	1.8	3.2	3.8	1.3
20 to 49 percent	3.7	2.8	2.1	2.8	2.3	1.6
50 percent or more	4.0	2.7	2.0	2.4	2.7	1.1
Percent of students eligible for free or reduced-price school lunch						
Less than 20 percent	4.2	3.3	1.8	2.5	3.1	1.5
20 to 34 percent	4.1	3.0	2.9	2.7	3.8	1.4
35 to 49 percent	5.1	2.5	2.7	2.5	3.3	2.0
50 to 74 percent	4.5	3.7	2.2	2.9	3.5	1.0
75 percent or more	4.4	3.3	2.8	3.2	2.0	1.9
Zero tolerance policy for violence						
Yes	2.0	1.4	1.2	1.6	1.2	0.8
No	4.4	3.9	1.8	3.1	3.8	1.1
Principals' report on discipline problems in school						
No problems/minor problems	3.8	2.4	1.5	2.3	2.7	1.2
Moderate problems	3.1	2.2	1.9	2.0	2.0	0.7
Serious problems	3.9	2.0	3.3	2.9	2.8	1.9
Types of crimes reported						
No crime	3.7	2.2	2.1	2.7	2.6	1.0
Any crime	2.5	1.4	1.3	1.5	1.8	0.9
Less serious or nonviolent crimes only	2.6	1.8	1.3	1.6	2.1	1.0
Serious violent crimes	4.6	1.5	2.4	3.4	2.7	1.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

Table 32a.—Table of standard errors for the figures

	Estimate	Standard error
Figure 1. Number of various crimes occurring in public schools: 1996-97		
Rape/sexual battery	4,170	676.1
Robbery	7,150	1,538.1
Physical attack or fight with weapon	10,950	1,882.2
Vandalism	98,490	5,557.6
Theft/larceny	115,500	8,404.0
Physical attack or fight without weapon	187,890	17,030.4
Figure 2. Percent of public schools indicating the seriousness of reported crimes occurring at the school: 1996-97		
At least 1 serious violent crime	10	0.8
No serious violent crime but at least 1 other crime	47	2.1
No crime	43	2.1
Figure 3. Percent of public schools with number of reported crime incidents at the school: 1996-97		
No reported incidents	43	2.1
1 to 5 reported incidents	37	1.9
6 to 10 reported incidents	7	0.8
More than 10 reported incidents	12	0.7
Figure 4. Percent of public schools reporting the extent to which discipline issues were a problem at the school: 1996-97		
No problems/minor problems	43	1.7
Moderate problems	41	1.6
Serious problems	16	1.2
Figure 5. Percent of public schools reporting that specific discipline issues were a serious or moderate problem at the school, by instructional level: 1996-97		
Student tardiness		
All public schools	40	1.6
Elementary school	32	2.6
Middle school	40	2.4
High school	67	2.6
Student absenteeism/class cutting		
All public schools	25	1.5
Elementary school	17	2.3
Middle school	24	2.2
High school	52	2.8
Physical conflicts among students		
All public schools	21	1.2
Elementary school	18	1.6
Middle school	35	2.6
High school	17	1.6
Student tobacco use		
All public schools	14	0.9
Elementary school	2	1.0
Middle school	19	1.9
High school	48	3.0

Table 32a.—Table of standard errors for the figures--continued

	Estimate	Standard error
Figure 6. Percent of public schools reporting the extent to which discipline issues were a problem at the school, by reported crime in the school: 1996-97		
No problems/minor problems		
No crime	59	3.0
Any crime	31	2.0
Moderate problems		
No crime	36	2.8
Any crime	45	2.2
Serious problems		
No crime	5	1.6
Any crime	24	1.6
Figure 7. Percent of specified disciplinary actions taken by public schools for specific offenses, by type of action taken: 1996-97		
Possession or use of a firearm		
Expulsions	31	5.4
Transfers to alternative schools or programs	20	7.6
Out-of-school suspensions lasting 5 or more days	49	6.5
Possession or use of weapon other than a firearm		
Expulsions	23	1.7
Transfers to alternative schools or programs	22	1.7
Out-of-school suspensions lasting 5 or more days	55	2.4
Possession, distribution, or use of alcohol or drugs, including tobacco		
Expulsions	18	1.5
Transfers to alternative schools or programs	20	2.0
Out-of-school suspensions lasting 5 or more days	62	2.0
Physical attacks or fights		
Expulsions	15	1.5
Transfers to alternative schools or programs	19	2.1
Out-of-school suspensions lasting 5 or more days	66	2.6
Figure 8. Percent of public schools that have adopted zero tolerance policies for various student offenses: 1996-97		
Violence	79	1.6
Tobacco	79	1.5
Alcohol	87	1.2
Drugs	88	1.1
Weapons, other than firearms	91	1.2
Firearms	94	1.0
Figure 9. Percent of public schools requiring school uniforms, by year requirement initiated		
Prior to 1994-95 school year	26	9.4
1994-95 or 1995-96 school year	40	9.1
1996-97 school year	34	9.6

Table 32a.—Table of standard errors for the figures--continued

	Estimate	Standard error
Figure 10. Percent of public schools reporting various types of security measures at the schools: 1996-97		
Visitors sign in	96	0.9
Closed campus for most students during lunch	80	1.7
Controlled access to school building	53	1.9
Controlled access to school grounds	24	1.5
One or more drug sweeps	19	1.1
Random metal detector checks	4	0.4
Students pass through metal detectors daily	1	0.3
Figure 11. Percent of public schools, by degree of security: 1996-97		
No security	3	0.9
Low security	84	1.2
Moderate security	11	0.8
Stringent security	2	0.2
Figure 12. Percent of public schools with violence prevention programs, by the proportion of their students that participated in these programs: 1996-97		
All or almost all	50	1.8
Most	10	1.2
About half	8	1.1
Some	14	1.2
Few	13	1.3
None	4	0.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Fast Response Survey System, "Principal/School Disciplinarian Survey on School Violence," FRSS 63, 1997.

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Appendix A

Survey Questionnaire

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

FORM APPROVED
O.M.B. NO.: 1850-0733
EXPIRATION DATE: 4/30/98

PRINCIPAL/SCHOOL DISCIPLINARIAN SURVEY ON SCHOOL VIOLENCE

FAST RESPONSE SURVEY SYSTEM

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

LABEL

IF ABOVE INFORMATION IS INCORRECT, PLEASE MAKE CORRECTIONS DIRECTLY ON LABEL.

Name of person completing form:_____ Telephone:_____

Title/position: _____ Number of years at this school:_____

Best days and times to reach you (in case of questions): _____

E-mail:_____

PLEASE RETURN COMPLETED FORM TO:

WESTAT
1650 Research Boulevard
Rockville, Maryland 20850
Attention: 900262-Heaviside

IF YOU HAVE ANY QUESTIONS, CONTACT:

Sheila Heaviside
800-937-8281, ext. 8391
Fax: 800-254-0984
E-mail: HEAVISS1@westat.com

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0733. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

FRSS Form No. 63, 4/97

Definitions

Firearm - any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipebombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

Incident - a specific criminal act or offense involving one or more victims and one or more offenders.

Physical attack or fight with a weapon - an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual with a weapon. This category should be used only when the attack is serious enough to warrant calling the police or other law enforcement representative.

Physical attack or fight without a weapon - an actual and intentional touching or striking of another person against his or her will, or the intentional causing of bodily harm to an individual without using a weapon. This category should be used only when the attack is serious enough to warrant calling the police or other law enforcement representative.

Police or other law enforcement representatives - any regular state or local law enforcement officers, school resource officers, campus police, security personnel employed by school or district, or other security personnel with power to arrest or hold for arrest.

Robbery - the taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that a threat or battery is involved in robbery.

Sexual battery - an incident that includes rape, fondling, indecent liberties, child molestation, or sodomy. These incidents should take into consideration the age and developmentally appropriate behavior of the offenders and are severe enough to warrant calling the police or other law enforcement representative.

Theft/larceny - the unlawful taking of another person's property without personal confrontation, threat, violence, or bodily harm. Included are pocket picking, stealing purse or backpack (if left unattended or no force was used to take it from owner), theft from a building, theft from a motor vehicle or motor vehicle parts or accessories, theft of bicycles, theft from vending machines, and all other types of thefts.

Typical week - a typical full week of school. Avoid weeks with holidays, vacation periods, or weeks when unusual events took place at the school.

Vandalism - the damage or destruction of school property including bombing, arson, graffiti, and other acts that cause property damage.

Weapon - any instrument or object used with the intent to threaten, injure, or kill. Examples include guns, knives, razor blades or other sharp-edged objects, ice picks, other pointed objects (including pens, pencils), baseball bats, frying pans, sticks, rocks, and bottles.

Zero tolerance policy - a school or district policy that mandates predetermined consequences or punishment for specific offenses.

1. Circle the number indicating to what extent, if any, each of the following has been a problem in your school during the 1996-97 school year.

	Serious	Moderate	Minor	Not a problem
a. Student tardiness	1	2	3	4
b. Student absenteeism/class cutting	1	2	3	4
c. Physical conflicts among students	1	2	3	4
d. Robbery or theft of items over $10	1	2	3	4
e. Vandalism of school property	1	2	3	4
f. Student alcohol use	1	2	3	4
g. Student drug use	1	2	3	4
h. Sale of drugs on school grounds	1	2	3	4
i. Student tobacco use	1	2	3	4
j. Student possession of weapons	1	2	3	4
k. Trespassing	1	2	3	4
l. Verbal abuse of teachers	1	2	3	4
m. Physical abuse of teachers	1	2	3	4
n. Teacher absenteeism	1	2	3	4
o. Teacher alcohol or drug use	1	2	3	4
p. Racial tensions	1	2	3	4
q. Gangs	1	2	3	4

2. During the 1996-97 school year, how many incidents involving each type of the following crimes or offenses have occurred at your school? *Only include incidents in which* ***police or other law enforcement representatives*** *(see definition) were contacted.*

In column I, record the number of incidents for each type of crime in which one or more incidents occurred at your school.

- *If one incident included multiple crimes, include the incident only once in the first appropriate crime listed. For example, if an incident included murder and rape, include the incident only under murder.*
- *Include all incidents that occurred* ***"at your school"*** *including in school buildings, on school buses, on school grounds, and at places that are holding school-sponsored events or activities, but are not officially on school grounds. Include events or activities that took place both during and after normal school hours, including days when school was not in session.*
- *If a particular incident has not occurred at your school during the 1996-97 school year, enter "0" in column I and leave columns II and III blank.*

In column II, indicate how many of the incidents reported in column I involved one or more of your students as either a victim or perpetrator.

In column III, indicate how many of the incidents reported in column I occurred either during school hours or at school-sponsored events or activities after school hours.

	I. Number of incidents in which police or other law enforcement were contacted?	II. How many incidents involved students as either victims or perpetrators?	III. How many incidents occurred during school hours or at school-sponsored events or activities?
a. **Murder**	_____	_____	_____
b. **Rape or other type of sexual battery**	_____	_____	_____
c. **Suicide**	_____	_____	_____
d. **Physical attack or fight with a weapon**	_____	_____	_____
e. **Physical attack or fight without a weapon**	_____	_____	_____
f. **Robbery** - the taking of things **directly from a person** by force	_____	_____	_____
g. **Theft/larceny** - the taking of things **without personal confrontation**	_____	_____	_____
h. **Vandalism - damage or destruction of school property or personal items on school property**	_____	_____	_____

3. Does your school have a policy to report information about the types of incidents listed in question 2 to the public (e.g., to parents in a school newsletter)?

Yes..... 1 No..... 2

4. During the 1996-97 school year, how many of the following disciplinary actions have been taken for each of the listed offenses? *Include all incidents listed below (a-d) for which the following disciplinary actions have been taken.* ***Police or other law enforcement representatives*** *need not have been called. Report the number of times a given disciplinary action was taken—one student suspended 5 times would be 5 suspensions.*

	Numbers of:		
	Expulsions	**Transfers to alternative schools or programs**	**Out-of-school suspensions lasting 5 or more days**
a. Possession or use of a firearm	_____	_____	_____
b. Possession or use of a weapon other than a firearm	_____	_____	_____
c. Possession, distribution, or use of alcohol or drugs, including tobacco	_____	_____	_____
d. Physical attacks or fights	_____	_____	_____

5. During the 1996-97 school year, did your school have:

	Yes	No
a. A requirement that visitors sign or check in?	1	2
b. Controlled access to school grounds (e.g., locked or monitored gates)?	1	2
c. Controlled access to school buildings (e.g., locked or monitored doors)?	1	2
d. Metal detectors through which all students must pass each day?	1	2
e. Random metal detector checks on students?	1	2
f. Closed campus for most students during lunch (i.e., most students are not allowed to leave school grounds for lunch)?	1	2
g. One or more drug sweeps (e.g., locker searches, dog searches)?	1	2

6. In a **typical week** during the 1996-97 school year, how many school hours have one or more **police or other law enforcement representatives** (see definition) been stationed at your school (other than for instructional purposes)? (*Circle one*)

30 hours or more per week..... 1
10-29 hours per week..... 2
1-9 hours per week..... 3
None during the typical week, but stationed as needed..... 4
None stationed at school during 1996-97..... 5

7. During the 1996-97 school year, does your school have a **zero tolerance policy** (see definition) for:

	Yes	No
a. Violence?	1	2
b. Firearms?	1	2
c. Weapons, other than firearms?	1	2
d. Alcohol?	1	2
e. Drugs?	1	2
f. Tobacco?	1	2

8. During the 1996-97 school year, are students at your school required to wear school uniforms?

Yes..... 1 In what school year were uniforms first required? 19_____ — 19_____ school year
No..... 2

9. During the 1996-97 school year, what percentage of your students are eligible for the federally funded free or reduced-price lunch program? _____%

10. During the 1996-97 school year, how many formal (planned and organized) **programs or efforts** did your school have that were **intended to prevent or reduce school violence**? (These programs or efforts can include instruction, other services to students, or changes to classroom and school management, and can take place either during school hours or after school hours.)

Number of one-day, one-time programs..... _____

Number of ongoing programs (more than one day) ... _____

(If your school has no programs, enter "0's" and go to question 15.)

11. Were the incidents of crimes and offenses reported in question 2 used to modify these programs or to introduce new programs? Yes..... 1 No..... 2 No incidents reported in question 2..... 3

12. During the 1996-97 school year, did any of your formal programs or efforts **intended to prevent or reduce school violence** include the following?

	Yes	No
a. Prevention curriculum, instruction, or training for students (e.g., social skills training)	1	2
b. Behavioral programming or behavior modification for students	1	2
c. Counseling, social work, psychological, or therapeutic activity for students	1	2
d. Other activities involving individual attention for students (e.g., tutoring, mentoring)	1	2
e. Recreational, enrichment, or leisure activities for students	1	2
f. Student involvement in resolving student conduct problems (e.g., dispute or conflict resolution or mediation, student court)	1	2
g. Training, supervision, or technical assistance in classroom management for teachers	1	2
h. Review, revision, or monitoring of school wide discipline practices and procedures	1	2
i. Community or parent involvement in school violence prevention programs or efforts	1	2
j. Reorganization of school, grades, or schedules (e.g., school within a school, "houses" or "teams" of students)	1	2

13. During the 1996-97 school year, about how many students in your school participated in (or will participate in) programs or efforts that **directly serve students** and were intended to prevent or reduce school violence? *(Circle one)*

All or almost all (91-100%) 1
Most (61-90%) 2
About half (41-60%) 3
Some (11-40%) 4
Few (1-10%) 5
None 6

14. During the 1996-97 school year, about how many teachers and staff in your school were **substantially** involved in any of the programs or efforts that were intended to prevent or reduce school violence? *(Circle one)*

All or almost all (91-100%) 1
Most (61-90%) 2
About half (41-60%) 3
Some (11-40%) 4
Few (1-10%) 5
None 6

15. During the 1996-97 school year (including or in addition to those programs reported in question 10), did your school provide or sponsor any afterschool programs? Yes..... 1 No..... 2

16. The U.S. Department of Education may want to ask some of the schools responding to this survey to participate in a followup study on school safety at a later time. Like this survey, the followup study will be voluntary, and no data will be released with identifying information. Does the U.S. Department of Education have your permission to consider your school for a followup study? (Approximately 1 in 6 schools will be selected.)

Yes..... 1 No..... 2

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